

TEACHER GROWTH AND ASSESSMENT PROCESS

Procedural Handbook



SERVETM
*Improving Learning through
Research & Development*

TEACHER GROWTH AND ASSESSMENT PROCESS

Procedural Handbook



TEACHER GROWTH AND ASSESSMENT PROCESS

Procedural Handbook

© SERVE 2004 • Proprietary—Not for copying without the express permission of SERVE.

First Printing, 2004



Produced by SERVE

Associated with the School of Education, University of North Carolina at Greensboro

Design Team Members

Barbara B. Howard, Ed.D., Project Director, Assessment, Accountability, and Standards at SERVE

Wendy H. McColskey, Ph.D., Program Director, Assessment, Accountability, and Standards at SERVE

Paula Egelson, Ed.D., Program Director, Reading and School Improvement at SERVE

Charlotte Danielson, Educational Testing Services (ETS), Trenton, New Jersey

Karen Wetherill, Ed.D., Assistant Dean, Watson College of Education, University of North Carolina at Wilmington

Hazel Gibbs, Director of Human Resources, Chapel Hill/Carrboro School District, Chapel Hill, North Carolina

Mary Margaret Ingle, Ph.D., Assistant Superintendent, Polk County Schools, Tryon, North Carolina

Linnea Litaker, District Administrator, Rowan-Salisbury Schools, Salisbury, North Carolina

Written by

Barbara B. Howard, Ed.D., Project Director, Assessment, Accountability, and Standards at SERVE

Edited by

Karen DeMeester, Ph.D., Senior Program Specialist, SERVE

Designed by

Tracy Hamilton, Assistant Program Specialist, SERVE

The content of this publication does not necessarily reflect the views or policies of the Institute of Education Sciences, U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

This document was produced with funding from the Institute of Education Sciences, U.S. Department of Education, under contract no. ED-01-CO-0015.

Table of Contents

I	Overview of Teacher Growth and Assessment
17	Beginning Teacher Growth and Assessment
29	The Orientation
33	The Components of the Summative Evaluation Phase
34	Classroom Observation and Post-Observation Dialogue
38	The Summative Interview
46	Scoring the Matrix: The Profile of Performance Sheet
48	The Post-Interview Conference
49	Determining the Next Steps
53	The Formative Evaluation Phase
63	Teacher Growth and Assessment Process: Assessment Matrix
73	Forms

Overview of Teacher Growth and Assessment

Overview

Purpose

Teacher Growth and Assessment (TGA) is a comprehensive teacher evaluation system that includes structures for both accountability and professional growth, taking teacher evaluation to a new level. TGA provides the opportunity to use teacher evaluation data to plan professional development, involve teachers in self-assessment, and structure activities around expectations of performance. This is accomplished through two complementary phases: (a) summative and (b) formative. The **summative phase** establishes the process for accountability that ensures overall competency of the classroom teacher while also acknowledging those who meet or exceed state teaching standards within specific areas. All new teachers and those requiring more intense supervision should be evaluated using the summative process. All experienced teachers, including those who excel in their practice, should undergo summative evaluation at least once every three years. In contrast, the **formative phase** is designed to provide maximum opportunity for experienced (three plus years) teachers who have demonstrated proficient (or above) performance levels and are ready to be self-directed with minimum supervision.

The summative phase allows for a graduated system of accountability to address the needs of those entering the profession. Novice teachers should be on the summative phase for at least the first three years as they build their skills and knowledge under the guidance of an experienced mentor. During the first critical year of practice, the novice and the mentor focus on developing proficient performance in 12 of the 22 performance dimensions while beginning to practice skills demanded by the remaining 10 dimensions. The second-year teacher adds seven more dimensions for accountability, thus building on the 12 from the previous year. The third-year teacher is ready to demonstrate proficiency in all 22 areas. This gradual adoption of the Assessment Matrix promotes a strong foundation while maintaining high expectations for performance.

The formative phase provides structures for experienced teachers who meet or exceed expectations of performance to engage in deep, individualized professional growth. This process is designed to improve instructional practice—arguably the most important function of evaluation (Haefele, 1993; Manning, 1988).

Why engage in teacher evaluation? An effective system of teacher evaluation properly implemented can be a principal's most powerful tool in fulfilling the role of instructional leader. The intent of this system of teacher evaluation is to provide principals with a tool to increase

their own instructional leadership skills while guiding teachers in improving their practice.

Rationale Behind the Process

The national report *What Matters Most: Teaching for America's Future* (National Commission on Teaching and America's Future, 1996) identified the quality of teachers in the classroom as having a critical impact on student learning. William Sanders (1998) found through the Tennessee Value-Added Assessment System (TVAAS) that the effects of teacher quality on student learning were long-lasting with profound effects on student achievement. Students who experienced three low-performing teachers in a row showed significantly lower achievement gains throughout later years. Even having a high-performing teacher later on did not make up for the loss. According to Sanders (1997), the clear implication of these findings is "more can be done to improve education by improving the effectiveness of teachers than by any other single factor" (p. 63). Through a system of feedback based on data directly related to job performance, a principal can influence a teacher's practice.

How can principals have the greatest impact on the development of competent teachers if not through summative evaluation processes that provide the structure for high expectations, multiple sources of data, and clear, credible feedback?

The Summative Phase

Definition

Summative evaluation is a judgment on the quality of the total teaching performance of an individual teacher over a specified time period

(Gullatt & Ballard, 1998; Sergiovanni, 1995; Scriven, 1987). Since the data collected and analyzed during an evaluation period should guide future employment and principals' decisions, this process may be viewed as quality control for the protection of students and the public from incompetent teaching (Sergiovanni, 1995; Popham, 1988). Summative evaluation, then, is *administrator-directed* with an emphasis on accountability.

Assessment Matrix

Improving student learning is a dynamic process requiring continual growth in teacher knowledge and skill. To foster individual teacher growth, there must be clear, specific expectations of performance that guide feedback on current teaching practice. Everyone involved in the evaluation process—administrators and teachers—must have a common understanding of what those expectations look like in practice.

Those expectations are defined by an analytic rubric, the Assessment Matrix. This Matrix provides clear descriptions of performance defined as *unsatisfactory*, *needs improvement*, *proficient*, and *accomplished* practice within each dimension. These descriptions guide both teachers in self-assessment and administrators in scoring, thus keeping everyone “on the same page.” Instead of rating scales left open to interpretation, the Matrix provides a more defined road map for both teacher and evaluator to assess the teacher’s performance within each dimension.

The Assessment Matrix is aligned with the Interstate New Teacher Assessment and Support Consortium (INTASC) standards for new teachers and the National Board for Professional Teaching Standards. In some districts, it may be modified by SERVE to reflect district goals applicable to all teachers. The Matrix represents expectations for all teachers employed within any given district, and, as such, it is necessary that all expectations for performance be appropriate for all teachers regardless of subject or grade level. While standards of performance must be maintained, there is flexibility among grade levels and subject areas in the type of evidence or practice to support those standards.

The Matrix is divided into six broad categories of teaching responsibilities:

1. Planning
2. Instruction
3. Assessment
4. Student Motivation and Management
5. Teacher Impact
6. Professional Growth and Contribution

The six categories are defined by 22 performance dimensions with four clearly stated levels of performance:

1. Unsatisfactory
2. Needs Improvement
3. Proficient
4. Accomplished

Please note:

It is important that principals use the actual descriptors within the performance dimensions when considering the score for a performance and not rely on their own interpretation of the labels for each level.

The evaluator uses the Assessment Matrix as a guide to judge overall performance and provide feedback to teachers on the quality of their job performance. The teacher uses the Assessment Matrix as a guide for analyzing practice through self-assessment. The written descriptions of the levels of performance within the Matrix provide clear expectations and reduce some of the subjectivity inherent in rating scales. The expectations for each level of performance are clearly stated and enable the teacher to determine what actions are needed to perform at higher levels. For this reason, the Assessment Matrix provides an excellent opportunity for teacher self-assessment at the beginning of the summative year and as a guide to the development of professional growth goals for the formative year.

Feedback must be credible and based on multiple sources of data rather than the principal's interpretation of a rating scale. By moving away from more subjective rating scales, the Matrix improves communication between administrators and teachers to deepen overall understanding of effective practice.

Multiple Sources of Data

Beyond the Classroom Observation, there are many other sources of data that are useful in examining the teacher's total job performance. Multiple sources of data include documents and artifacts selected by the teacher as representative of the wide range of responsibilities and duties of teaching as well as any data collected from parent and/or student surveys. Artifacts of teaching may range from lesson plans to student work samples depending on the nature of the teaching assignment. They may also include documentation of participation in school committees, professional development activities, and contributions to the profession, such as conference presentations or participation in local, state, or national organizations.

During the data collection phase, there will be several opportunities for the teacher to present evidence of performance as well as talk about the context of his or her classes. Therefore, all presentations of evidence, such as during the Post-Observation Dialogues and the Summative Interview, should take place in the teacher's classroom or wherever the teaching takes place (e.g., gym, music room, auditorium, etc.). This allows the evaluator to gain insight into performance beyond what may be observed during instructional presentation by examining organization of materials, planning tools, student work files, etc.

The following are some of the advantages to incorporating multiple sources of data when evaluating a teacher:

- The evaluator's view of the teacher's performance is broadened.
- The principal does not shoulder the total "burden of proof."
- Teachers assume greater ownership of the process.
- Teachers become more reflective as they select artifacts of practice to share during the Summative Interview.
- Parents and students may provide additional insights into certain aspects of the teacher's effectiveness.

The quality of the data presented helps the principal determine the level of performance within the specific dimensions of the Assessment Matrix.

Within the context and culture of the school, a principal may require that all teachers engaged in summative evaluation submit certain types of documents or artifacts. In addition, the language of the Matrix guides the type and quality of materials presented. Since the teacher should

Always rely on the data presented throughout the year when determining a Profile of Performance.

become familiar with the Matrix through self-assessment activities beginning at the start of the school year, the teacher is able to collect and document those artifacts and activities most closely aligned with the expectations of the scoring Matrix throughout the course of the year.

It is important to note that teachers should not “generate” certain types of evidence solely for the purpose of evaluation or the Summative Interview. Any evidence or sample documentation that is presented to the evaluator should be a true representation of what the teacher is actually doing with or for students and the school at the time of the Summative Interview. Other than the collection and selection of representative samples of materials, it is not necessary, nor should it be encouraged, for teachers to expend a great deal of extra time in preparation for the Summative Interview. Teachers engaged in the summative process should be encouraged to maintain ongoing files or storage containers throughout the year to collect representative samples. Any sample materials needed to support the teacher’s presentation should be part of that teacher’s regular teaching performance. Preparation involves primarily a review and organization of the teaching artifacts to select those to be presented. This review encourages teachers to reflect on their practice.

The Major Components of the Summative Process

There are a series of sequenced steps (see Figure 1) an evaluator must follow during the summative phase of a teacher’s evaluation. Successful implementation of this system depends on the adherence of the evaluator to both the sequence (including meeting all due dates) and the procedures outlined below. Each component below is discussed in detail in subsequent sections of this handbook.

Step 1: Orientation

This step occurs at the *beginning* of the school year prior to any initial data collection by an evaluator. During this meeting, the principal presents:

- An overview of the purpose and process of evaluation.
- The Assessment Matrix for use as a self-assessment instrument throughout the year.
- The Teacher’s Guide to the Summative Interview.

Additional materials in support of the process may be given to teachers at this time. These materials may include but are not limited to the following:

- Copies of the district’s policy on teacher evaluation
- Timelines
- District strategic plans

- School improvement plans
- Any data collected on the previous school year that might guide teacher goal selection (e.g., student achievement data, parent survey data, or other schoolwide information)

The Orientation is intended to develop teacher understanding of the process. It is an important step in *beginning* the conversations between teachers and principals about the goals of the school, good teaching practices, and expectations for performance. During other faculty meetings throughout the school year, the principal may revisit the Assessment Matrix and related issues.

Step 2: Collecting Data: The Classroom Observation and Post-Observation Dialogue

For teachers with four or more years in the classroom, the evaluator should conduct a minimum of two Classroom Observations each followed within 10 days by a Post-Observation Dialogue. The Dialogue is not a conference! It is still part of the data-collection process. The Dialogue, held in the teacher's classroom, offers the opportunity to discuss areas of the teacher's practice related to the instruction observed but not easily seen, such as related assessment processes. By using the Observation as a starting point or springboard, the evaluator can ask questions to expand on data collected during the Observation. It is also an excellent tool for the administrator to support and encourage professional reflection.

The Observation and Dialogue are not the only sources of evidence for the evaluator throughout the summative phase. In addition to the formal Classroom Observation, the evaluator may have an opportunity to observe teacher performance outside the classroom (e.g., parent conferences, committee participation, etc.).

The summative process depends on multiple sources of data to provide information to both the teacher and the evaluator on total teaching performance. Classroom Observation is not the best source of data for some of the dimensions within the Assessment Matrix. The teacher and the evaluator should be open to an examination of a wide range of data sources that provide a view into each performance dimension.

In addition to observations, data sources should include, but might not be limited to, such artifacts as:

- Lesson plans.
- Student work samples.
- Assessment instruments and gradebooks.
- Documentation of parent contacts.
- Student achievement data.
- Feedback from parents and students.

When collecting data for summative evaluation, it is necessary that the evaluator ensure confidentiality, security of materials, and accuracy of documentation. The evidence collected must accurately reflect the performance of the teacher throughout the year.

Step 3: Collecting Data: The Summative Interview

The Summative Interview is an opportunity for the teacher to present a wide range of evidence of teaching practice. Structured questions by the principal guide the Interview and facilitate the scoring of the Assessment Matrix. If necessary, additional probing questions by the principal encourage teacher reflection and analysis of his or her impact on student learning. Teachers must be able to draw from materials in their classroom and, perhaps, refer to classroom structures during the Interview.

Step 4: Analysis of Data: Scoring and the Profile of Performance

Once all evidence has been gathered, the principal uses all information at hand to determine the level of performance within each of the performance dimensions of the Assessment Matrix. The principal is responsible for forming a professional judgment on each performance dimension based on all of the information.

Scores are recorded on the one-page Profile of Performance Sheet. This sheet will be shared with the teacher during the Post-Interview Conference.

It is particularly important to determine in which, if any, performance dimensions the teacher does not meet proficient level in order to provide direct assistance through either repetition of the summative process or a formal action plan or plan of assistance. It is equally important to recognize and acknowledge those areas in which the teacher excels. This can only be done through an honest comparison of all the evidence gathered against the descriptors of the Assessment Matrix.

Step 5: The Post-Interview Conference

Following the Summative Interview, the principal should meet with the teacher within 10 school or working days. The completed Profile of Performance Sheet is shared with the teacher. Both the teacher and principal sign this sheet that becomes part of the teacher's personnel folder as a record of the summative evaluation. If the teacher does not agree with the scoring, district grievance procedures should be followed. The teacher's signature on the Profile of Performance Sheet does not indicate agreement but rather that the information was shared.

While the scoring of the Profile of Performance Sheet is the sole responsibility of the administrator and should not be a collaborative process between the teacher and administrator, the Profile of

The setting of this interview must be in the area of regular teaching assignment to facilitate understanding of the context of that classroom.

Scoring should not occur until all data are collected and analyzed.

Performance must reflect the evidence presented. The teacher should be given every opportunity to share representative samples and data during the Classroom Observation, the Post-Observation Dialogue, and the Summative Interview. The Post-Interview Conference is the time for the administrator to share his or her judgment based on the data collected prior to scoring.

Step 6: Recommendations for Continued Professional Growth

For the experienced teacher, the principal weighs the evidence presented and the scoring of the Assessment Matrix to best determine the next steps for the teacher's continued professional growth. The following options may be considered:

● Plan of Assistance or Action Plan

If the Profile reflects serious concerns about overall teaching performance, the principal should place the teacher on an Action Plan with specific requirements, deadlines, and consequences.

● Repetition of the Summative Evaluation

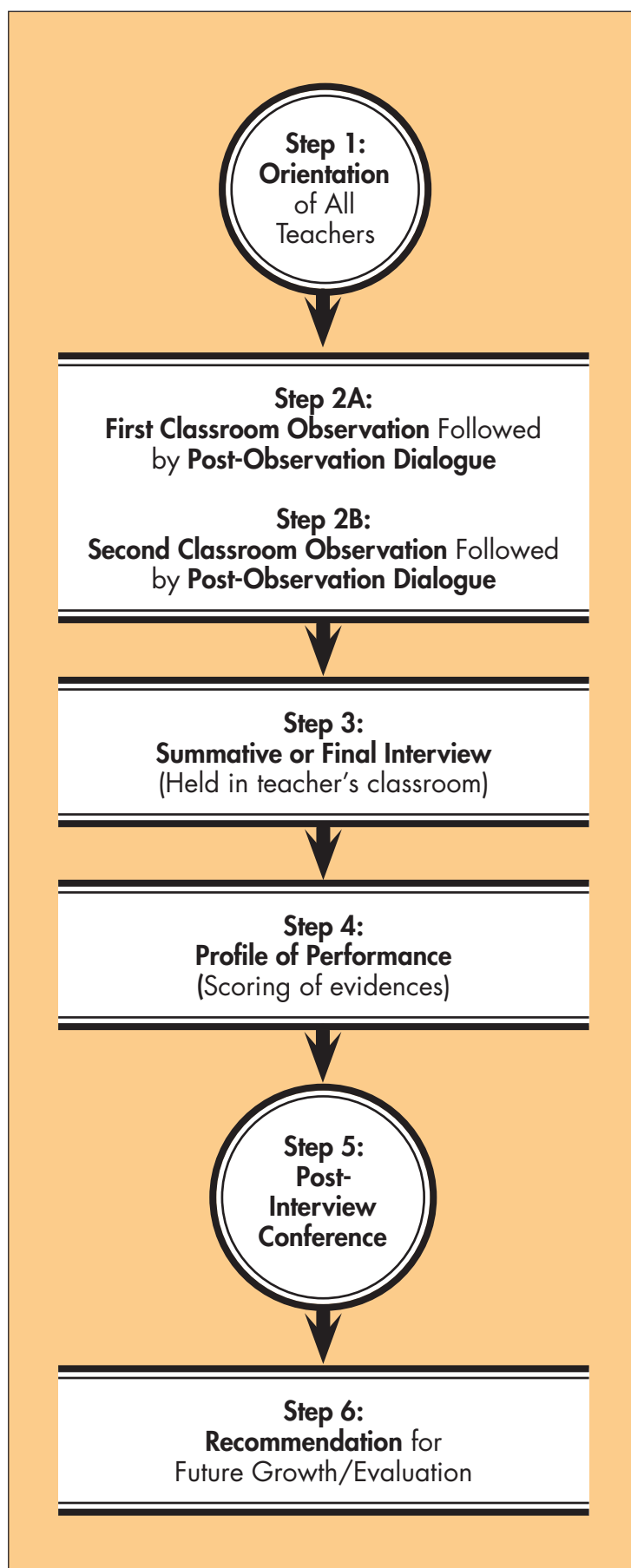
If the Profile reflects a judgment that the teaching performance is only marginally acceptable, the teacher should receive an additional year of closer supervision by the administrator and continue with summative evaluation.

● Formative Teacher Evaluation

If the teacher's Profile reflects acceptable or better performance in all performance dimensions, the principal can invite the teacher to forego the summative phase (Classroom Observations, Summative Interview, and scoring) for the next year in order to concentrate on a more teacher-directed formative phase.

Recommendations should be decided by the evaluator based upon the Profile of Performance prior to the Post-Interview Conference. It is discussed with the teacher during the Post-Interview Conference and reported on the Profile of Performance Sheet. (For beginning or novice teachers, the administrator should continue building practice through the graduated system of accountability.)

Figure I: The Sequence of the Major Components of the Summative Process



Formative Evaluation

Definition

The formative phase of teacher evaluation is actually a period of *individual professional development* in which a teacher has the opportunity to work within a structure that encourages risk-taking through the implementation of new strategies or new ideas promising greater student learning. During the formative phase, it is important that teachers feel supported, not judged. Teachers who are engaged in this stage have already been assessed as proficient or above in their teaching performance, so there should be no question of their professional competence. Teachers who are involved in the formative process should not have any licensure issues or other employment issues that would require a summative evaluation.

Goal-Setting

Goal-Setting is a process that should follow a rigorous self-assessment of teaching based on a comparison of one's current practice with that described in the Assessment Matrix. A teacher should use several tools for self-assessment that require examining current teaching practice by analyzing his or her lesson plans, assessment practices, student work samples, data from student/parent surveys, videotaped lessons, etc.

Teachers often find it difficult without some structure to "think about what I'm doing." Consultation with a peer is often helpful to provide another viewpoint. Videotaped lessons are also helpful in analysis of practice, especially when viewed using a structured form.

Components of Formative Evaluation

There are four basic components of formative teacher evaluation:

- **Goal-setting** based on a comprehensive self-assessment of practice and feedback from summative evaluations.
- **Selecting supporting resources** to meet these goals.
- **Selecting a method of feedback** (peer coaching, quality colleague, portfolio, etc.) that supports the goal.
- **Evaluating impact on students.**

Selecting Supporting Resources

Without access to appropriate resources, teachers are apt to become frustrated and give up on their goals. When selecting these resources, teachers and principals should keep in mind those that are reasonable and accessible. For example, if a teacher includes a university course as a resource for learning, and the university is a two-hour drive away, time demands must be considered. Perhaps an online course would be more realistic. The resource must also be aligned with the goal to ensure success. District offices, community colleges, and local universities may also be helpful in providing resources for developing new knowledge and skills.

Selecting a Method of Feedback

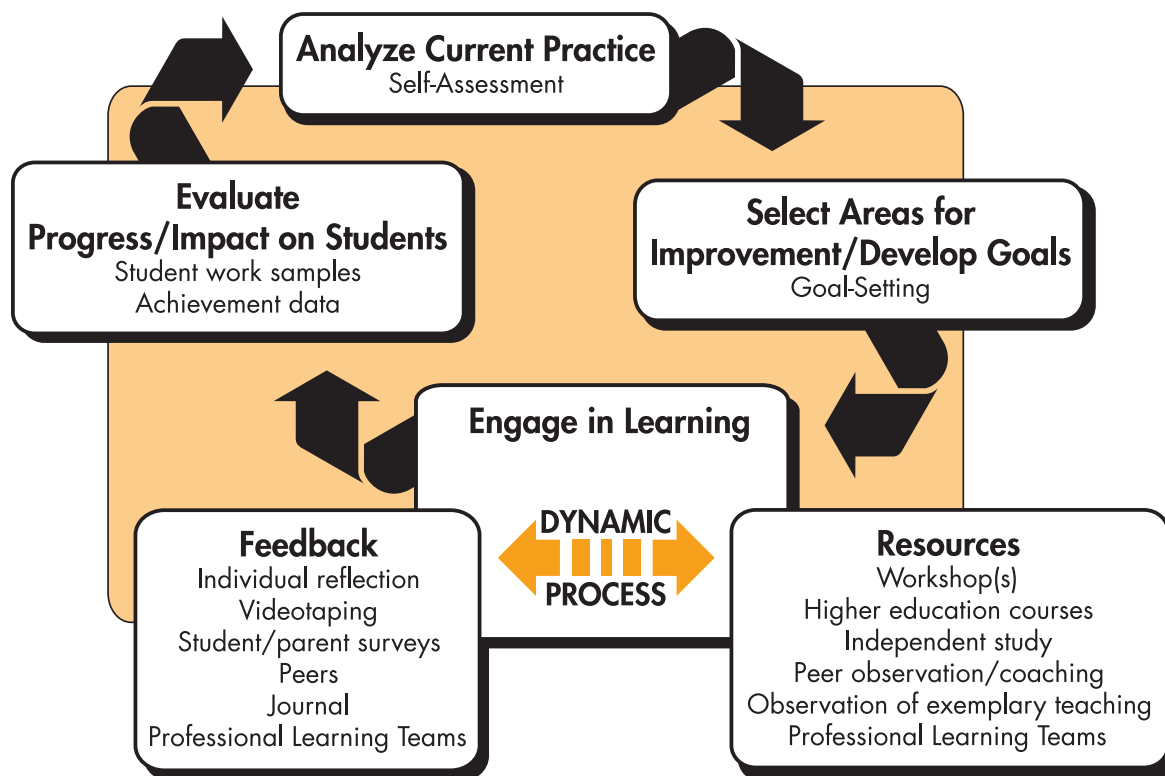
The method of feedback must also be aligned with the goal(s) selected by the teacher. If the teacher selects peer coaching as a means of feedback, for example, the teacher must be able to select peers who will be able to serve in that role. This role requires training, commitment, and time. If the peer coach does not have a schedule conducive to participation, the success of the formative plan is doubtful.

Evaluation of Student Progress

The final component of the formative evaluation year involves examining student progress relative to the growth goal. One of the criteria for a “good” professional growth goal is that working towards the goal involves trying out new ways of working, strategies, materials, or assessment practices that, in turn, have the potential to positively impact student motivation or learning. There is no one way to accomplish this year-end reflection. Rather, each teacher must think about his or her growth goal and explore ways to evaluate student progress related to the goal. For example, if a teacher’s goal for the year is to improve the

Figure 2: The Formative Process

A Year of Individual Professional Growth



cognitive challenge of assignments and assessments by using more open-ended writing requirements, the teacher would likely expect the students to grow in their ability to respond to essay questions over the year. As an approach to the evaluation of student progress or impact, the teacher may pick one “average” student and collect samples of his or her essay responses over the school year to check for ways in which the student’s essays improve (or don’t improve). This examination of student progress or impact is purely for the teacher’s benefit in planning for the next year’s growth goal. If growth goals never lead to improvements in student motivation or learning, a teacher may be picking superficial goals rather than those that are most central to student learning.

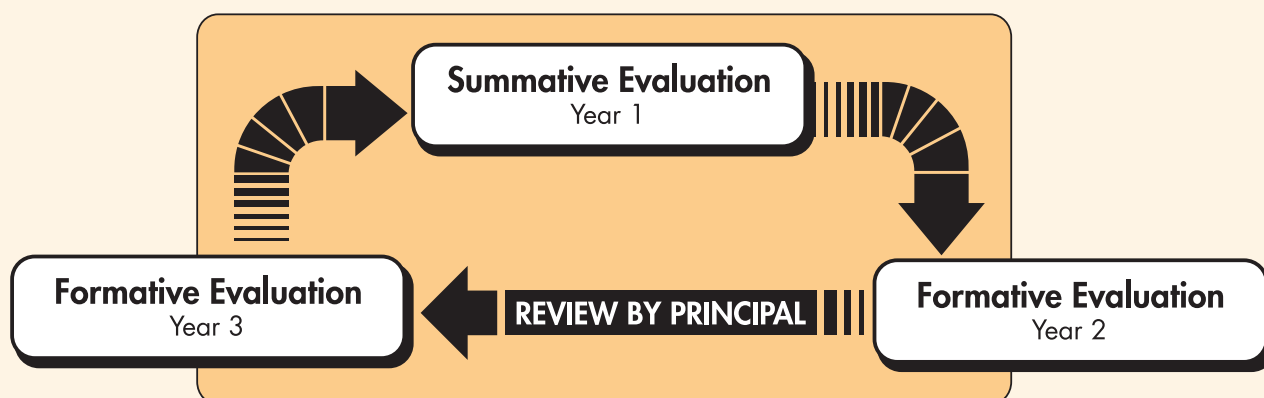
A Year of Individual Professional Growth

The Cycle of Evaluation

It is a local decision as to the length of the cycle of teacher evaluation (refer to local policies). Teachers without clear licenses and/or less than two years of experience should not be placed on formative evaluation. District policy determines how many years an experienced teacher may engage in formative teacher evaluation without having a summative evaluation by the principal. Based on input from teachers and principals, a three-year cycle—one year on “summative” followed by two years on “formative”—is recommended for most teachers. Some districts have chosen to tie in teacher re-certification to the process by extending the cycle to five years.

The principal should review progress after each year of formative evaluation. This may involve informal classroom visits and a conference at the end of the formative year to review progress made on the goals. A principal should be satisfied that adequate progress is being made and

Figure 3: Example of a Three-Year Cycle of Summative/Formative Evaluation for Experienced, Proficient Teachers



It is important to note that a variety of circumstances may result in a change in the cycle for any individual teacher.

adequate attention is being given to the formative process before allowing a teacher to continue into the second year of formative evaluation.

Some possible circumstances for moving a teacher back to the summative process out of sequence may include, but are not limited to, the following:

- There is a change in teaching assignment that results in a change in grade level or curriculum.
- There is a change in teacher performance as evidenced by informal administrator observations.
- The teacher opts for a summative evaluation.
- Cause for concern that the teacher is not able to pursue self-directed learning as required for formative evaluation.

Comparison of the Activities for the Formative and Summative Phases

Activity	Formative	Summative
Develop an Individual Growth Plan (IGP) following a self-assessment	Yes More in-depth and challenging	Yes Concerned primarily with preparation for the summative evaluation
Conduct an Approval Conference at beginning of year with principal to discuss IGP	Yes	Yes
Conduct a Review Conference at end of year to review progress on IGP	Yes	As part of the Post-Interview Conference
Complete Classroom Observation and Post-Observation Dialogue	No	Yes Minimum of two
Do Informal “drop by” classroom visits as part of the principal’s supervisory duties	Optional Recommended	Optional
Have a Summative Interview in the teacher’s classroom	No	Yes
Score the Assessment Matrix based on data collected throughout the year and the Summative Interview	No	Yes
Complete the Profile of Performance Sheet for personnel file	No	Yes

References

- Darling-Hammond, L. (1986). A proposal for evaluation in the teaching profession. *The Elementary School Journal*, 86(4), 531–551.
- Egelson, P., & McColskey, W. (1998). *Teacher evaluation: The road to excellence*. Tallahassee, FL: SERVE.
- Gitlin, A., & Smyth, J. (1990). Toward educative reform of teacher evaluation. *Educational Theory*, 40(1), 83–94.
- Gullickson, A., & Horne, J. (1999, September). A desk audit of the Performance Review Process for North Carolina Teachers. Unpublished document for SERVE.
- Haefele, D. L. (1993). Evaluating teachers: A call for change. *Journal of Personnel Evaluation in Education*, 7(1), 21–31.
- Manning, R. C. (1988). *The teacher evaluation handbook: Step-by-step techniques and forms for improving instruction*. Englewood Cliffs, NJ: Prentice Hall.
- Mertler, C. A. (1999). Teacher perceptions of students as stakeholders in teacher evaluation. *American Secondary Education*, 27(3), 17–30.
- National Commission on Teaching and America's Future. (1996). *What matters most: Teaching for America's future*.
- Popham, J. W. (1988). Judgment-based teacher evaluation [Special Issue]. *Teacher evaluation: Six prescriptives for success* (pp. 56–77). Washington, DC: Association for Supervision and Curriculum Development.
- Sanders, W. L. (1998). Value-added assessment. *School Administrator*, 55(11), 24–27.
- Scriven, M. (1990). Teacher selection. In J. Millman & L. Darling-Hammond (Eds.), *The new handbook of teacher evaluation: Assessing elementary and secondary school teachers* (pp. 76–103). Newbury Park, CA: Corwin.
- Sergiovanni, T. J. (1995). *The principalship: A reflective practice perspective* (3rd ed.). Boston, MA: Allyn and Bacon.
- Stronge, J. H., & Tucker, P. D. (2000). *Teacher evaluation and student achievement*. National Education Association.
- Stufflebeam, D. L. (1988). *The personnel evaluation standards: How to assess systems for evaluating educators*. Newbury Park, CA: Corwin.
- Wright, S. P., Horn, S. P., & Sanders, W. L. (1997). Teacher and classroom context effects on student achievement: Implications for teacher evaluation. *Journal of Personnel Evaluation in Education*, 11, 57–67.

Beginning Teacher Growth and Assessment

FOR FIRST- AND SECOND-YEAR TEACHERS

Beginning Teacher Growth and Assessment

Introduction

Teaching is a purposeful activity requiring complex interactions with diverse groups of students in settings that may be less than ideal in encouraging teacher growth through collaboration and reflection. Teachers must promote learning across multiple styles and needs while simultaneously attending to classroom climate, student motivation, analyses of assessment data, curriculum and school goals, and a host of other demands (Calderhead, 1996; Clark & Peterson, 1986; Tomlinson, 1995; Leinhardt, 1993). Yet, into this complex world, new teachers historically face the same or even more demanding responsibilities as their more experienced colleagues while learning their profession through daily practice, trial, and error (Castetter & Young, 2000; Stansbury & Zimmerman, 2000). Often, the newest members of the profession are assigned to the most challenging classes with both educators and the public expecting the same level of performance and skill with, unfortunately, the same level of support as veteran teachers (Brock & Grady, 1998). It is not surprising that many new teachers report a lack of administrator support and guidance as the primary cause for leaving the profession within the first five years (Halford, 1998; Bolich, 2001).

The beginning teacher crisis is even more critical among those entering the profession through alternative certification routes without the benefit of formal pre-service training by colleges of education. Facing unprecedented shortages and concerns about teacher supply coupled with a lack of confidence in traditional teacher preparation courses, all but six states have established some kind of lateral entry or alternative certification program. As of 2002, only 24 states and the District of Columbia offer structured programs with both pre-service training and in-service support from a mentor (Ansell & McCabe, 2003). The alternative route to certification may provide a temporary solution to teacher shortage, but without continued development, many of these teachers leave prior to achieving full certification.

While federal legislation primarily defines “highly qualified” teachers as those who hold certification in the area in which they are assigned to teach, other reform initiatives go beyond minimum competency and seek to provide additional structure by establishing expectations for veteran as well as novice teachers. The establishment of teaching standards for beginning teachers offers a way to award certification based on demonstration of accomplishment (Darling-Hammond, 1999).

The Interstate New Teacher Assessment and Support Consortium (INTASC) is a program established by the Council of Chief State School Officers (CCSSO) for the purpose of informing state departments in the development of licensure requirements and professional development programs for novice teachers. Modeled after the standards for accomplished teachers of the National Board for Professional Teaching Standards (NBPTS), there are 10 core standards that define what all new teachers should know and be able to do regardless of area of teaching assignment. Additional standards for specific areas of teaching are either completed or under development to address content and age-appropriate practices (CCSSO, 1992; Buckner, 2001).

Standards alone do not guarantee successful teaching but must rely on viable evaluation procedures to adequately assess teacher performance. Traditional evaluation methods based on classroom observation and checklists have been criticized for their lack of assessment of relevant practices, skills, and knowledge associated with effective teaching as advocated by organizations such as NBPTS and CCSSO. In addition, some traditional observation systems are not explicit about what constitutes good teaching and thus lack a solid theoretical base (Dwyer & Stufflebeam, 1996; Dwyer, 1994; Stodolsky, 1990). The impact of teacher evaluation on the development of professional practice has long been debated. Yet, it may be one of the most overlooked strategies for schools struggling to improve teaching quality. It is critical to continue the work of pre-service training by providing the essential support and guidance to new teachers overwhelmed with the complexities of teaching. Colleges of education, teacher preparation programs, school administrators, and mentor teachers all face the challenge of providing the standards-based support necessary for new teachers to successfully address the complexities of teaching.

The implications for implementing an evaluation system that provides support while offering insight into teacher performance may affect both teacher preparation programs and school administrators. By making use of such systems, institutes of higher education can tap into performance assessments of their graduates during their first years of service to gain insight into needed improvements to teacher preparation programs. School administrators can evaluate new teachers with the idea of offering targeted staff development to address specific individual areas of weakness. Providing crucial feedback aligned with clear expectations offers a pathway to the level of support often missing among novice teacher experiences. A successful evaluation system should go beyond identifying new teachers as either “competent” or “incompetent” for the purpose of extending a contract (or not).

Development of the Process

Purposes. This system of evaluation for beginning or novice teachers was developed to:

- 1) Provide a structure for administrator judgment of teaching performance aligned with state and national standards.
- 2) Provide methods for identification of areas of strength and weakness in beginning teachers' practice.
- 3) Provide a graduated system of accountability to build knowledge and skills without lowering expectations of performance on expected criteria.

The development of this system of evaluation for beginning teachers began in response to the needs of districts in our region, particularly in North Carolina, for an evaluation system that would provide a seamless approach from beginning to experienced teachers.

Selection of criteria. At the core of the Teacher Growth and Assessment process is an analytic assessment matrix that clearly defines teaching performance on four levels (*unsatisfactory, needs improvement, proficient, and accomplished*) for 22 dimensions of teaching aligned with INTASC, NBPTS, and the literature on effective teaching practice (Stronge, 2002a). By offering clear expectations and descriptions of performance, the Assessment Matrix becomes not only an evaluation tool for measuring teacher success against standards of practice but also a blueprint for developing successful teaching by providing teachers with mental models of what proficient and accomplished teaching actually look like.

The model for beginning teachers was modified to capture all 10 INTASC standards and the specific needs of new teachers as identified by a review of the literature. Based on an extensive review of the literature, a content validity study conducted by James Stronge (2002b), and input from North Carolina leaders who support beginning teachers, 12 of the 22 dimensions were selected to be the focus in the first year of teaching. By identifying the remaining 10 dimensions according to the year of initial accountability, novice teachers know what will be expected by the second and third year of teaching. The teachers know they will not have to demonstrate proficiency in areas such as long-range planning or analysis of student assessment during their first year teaching. This affords school districts the opportunity to provide staff development and training in these crucial areas, relieving the stress of unrealistic demands (thus offering more support with greater focus).

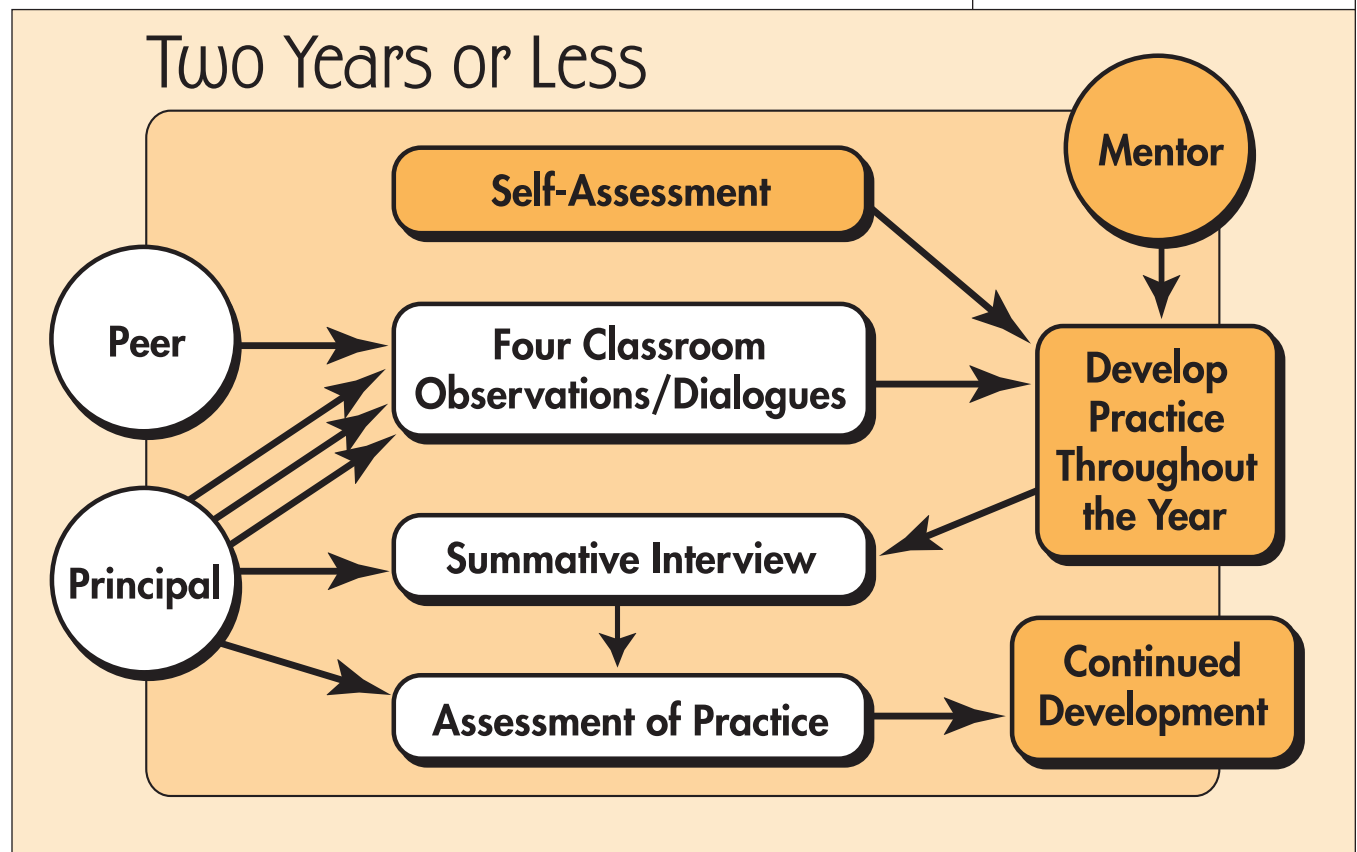
The role of mentor teachers. Mentor teachers are an important part of the support structure needed by beginning teachers (Public Education Network, 2004). If the support offered to mentors, however, is too

general or vague, the opportunity to fully realize the value of mentors may be lost. As veteran teachers working in the same school or district, these mentors are held accountable for all 22 dimensions of the Assessment Matrix and have experienced the same process of self-assessment and evaluation as their mentees. In selecting mentors, principals may consider veteran teachers' performance on the 10 dimensions used for novice teachers. Use of the Assessment Matrix provides a more informed decision-making process in both the selection and pairing of mentors and novice teachers.

The Assessment Matrix provides focus for the mentors working with building skills and knowledge among new teachers while guiding them to become collaborative members of learning communities that value reflective practice. By providing clear descriptions of performance expectations, mentor teachers are more consistent in their feedback to new teachers.

Description of the process. The steps of the Teacher Growth and Assessment for Beginning Teachers model include:

- 1) Continuous self-assessment of practice using the Assessment Matrix guided by a mentor.
- 2) Focus on developing teaching practice with the guidance of a mentor using the designated performance dimensions of the Assessment Matrix.



- 3) A minimum of four classroom observations each followed by a reflective dialogue with the observer.
- 4) Collection and analysis of teacher artifacts, such as student work samples, lesson plans, parent contact sheets, student assessment results, and student/parent surveys.
- 5) Presentation of evidence related to the performance dimensions to the evaluator during a structured interview (held in the teacher's classroom).
- 6) Assessment of performance against the performance expectations outlined by the Assessment Matrix.

At the beginning of the second year of teaching, the teacher is held accountable for performance in seven additional dimensions. This allows differentiation of expectations among teachers at various levels of experience. The second-year teacher continues working with a mentor to build on those skills developed during the first year by adding new skills at a gradual pace. At the beginning of the third year, given the support and feedback required to master these successive skills, the teacher is held accountable for the full 22 dimensions of the Assessment Matrix. In addition, the third-year teacher no longer requires the full attention of a mentor but may move into a more collaborative relationship with peers while maintaining focus on the standards outlined by the Assessment Matrix.

By providing opportunities for the new teacher to shape his or her practice with the guidance of a supporting mentor and the blueprint offered by a standards-based Assessment Matrix, the first two years of teaching promote growth instead of frustration. Assessment by a trained building-level evaluator provides accountability against these same standards and expectations, thus offering structure to the assessment of standards.

When using this process to evaluate first- or second-year teachers, please be sure to score them only on the appropriate dimensions for their level of experience. If in doubt, check the Assessment Matrix. Please refer to the Continuum of Career Development on the next page.

The Continuum of Career Development

Progression of Performance Dimensions of the Summative Matrix

SERVE Performance Dimensions	1 st Year	2 nd Year	3 rd Year
1. Long-range planning and sequencing	❖	❖	▲
2. Alignment with curriculum	▲	●	●
3. Materials/equipment	▲	●	●
4. Context of the lesson	▲	●	●
5. Content knowledge; presentation	❖	▲	●
6. Appropriateness of the lesson; pacing	❖	❖	▲
7. Use of technology	❖	▲	●
8. Effectiveness of instructional strategies	❖	▲	●
9. Strategies for underachieving students	▲	●	●
10. Questioning techniques	❖	▲	●
11. Analysis of student assessment results	❖	❖	▲
12. Meaningful student work assignments	❖	▲	●
13. Quality of feedback to students	▲	●	●
14. Expectations/procedures	▲	●	●
15. Expectations for student success	▲	●	●
16. Student interest and participation	▲	●	●
17. Classroom climate	▲	●	●
18. Student progress toward goals	▲	●	●
19. Contribution to school climate	❖	▲	●
20. Alignment of professional development	❖	▲	●
21. Interaction with parents	▲	●	●
22. Teacher's records	▲	●	●

❖ Indicates teacher should make expected progress but not be scored.

▲ Indicates the year in which the performance dimension is introduced for scoring.

● Indicates continuing accountability for scoring.

Overview of INTASC Standards for New Teachers

Principle Number	Short Title	Statement of Principle
1	Content Knowledge	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
2	Student Learning and Development	The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.
3	Student Diversity	The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4	Instructional Variety	The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills.
5	Learning Environment	The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6	Communication	The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7	Curriculum Decisions	The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Continued next page

Principle Number	Short Title	Statement of Principle
8	Assessment	The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9	Reflective Practitioners	The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
10	Community Partnerships	The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Interstate New Teacher Assessment and Support Consortium. (1992). *Model standards for beginning teacher licensing and development: A resource for state dialogue* (pp. 8–19).

Alignment of SERVE Assessment Matrix Performance Dimensions and INTASC Principles

	INTASC Standards									
	Content Knowledge	Student Learning & Development	Student Diversity	Instructional Variety	Learning Environment	Communication	Curriculum Decisions	Assessment	Reflective Practitioners	Community Partnerships
SERVE Performance Dimensions	1. Long-range planning and sequencing						◆		◆	
	2. Alignment with curriculum	◆					◆			
	3. Materials/equipment			◆		◆				
	4. Context of the lesson	◆					◆			
	5. Content knowledge/presentation	◆								
	6. Appropriateness of the lesson; pacing			◆			◆			
	7. Use of technology			◆		◆				
	8. Effectiveness of instructional strategies	◆	◆	◆	◆					
	9. Strategies for underachieving students			◆						
	10. Questioning techniques					◆				
	11. Analysis of student assessment results		◆					◆	◆	
	12. Meaningful student work assignments	◆						◆		
	13. Quality of feedback to students							◆		
	14. Expectations/procedures				◆					
	15. Expectations for student success		◆	◆	◆					
	16. Student interest and participation	◆	◆		◆					
	17. Classroom climate			◆	◆					
	18. Student progress toward goals						◆			
	19. Contribution to school climate			◆	◆		◆		◆	◆
	20. Alignment of professional development	◆							◆	
	21. Interaction with parents			◆				◆		◆
	22. Teacher's records					◆		◆		

References

- Ansell, S. E., & McCabe, M. (2003, January 9). Off target. *Education Week on the Web*. Retrieved from www.edweek.org
- Bolich, A. M. (2001). *Reduce your losses: Help new teachers become veteran teachers*. Atlanta: Southern Regional Education Board.
- Brock, V., & Grady, M. (1998). Beginning teacher induction programs: The role of the principal. *The Clearing House*, 71(3), 179–183.
- Buckner, K. (2001, Winter). No teacher is an island: Performance-based licensure program doesn't leave beginners alone. *Journal of Staff Development*, 63–67.
- Calderhead, J. (1996). Teachers: Beliefs and knowledge. In D. C. Berliner & R. C. Clafée (Eds.), *Handbook of educational psychology* (pp. 709–725). New York: MacMillan.
- Castetter, W. B., & Young, I. P. (2000). *The human resource function in educational administration* (7th ed.). New Jersey: Merrill.
- Clark, C. M., & Peterson, P. L. (1986). Teachers' thought processes. In M. C. Wittrock (Ed.), *Handbook of research on teaching* (3rd ed.) (pp. 255–296). New York: Macmillan.
- Darling-Hammond, L. (1999). Educating teachers for the next century: Rethinking practice and policy. In G. A. Griffin (Ed.), *Ninety-eighth yearbook of the national society for the study of education* (pp. 221–256). Chicago: University of Chicago Press.
- Dwyer, C. A. (1994). Criteria for performance-based teacher assessment: Validity, standards and issues. *Journal of Personnel Evaluation*, 8(2), 135–150.
- Dwyer, C. A., & Stufflebeam, D. (1996). Teacher evaluation. In D. C. Berliner & R. C. Clafée (Eds.), *Handbook of educational psychology* (pp. 765–786). New York: Macmillan.
- Fontana, A., & Frey, J. H. (2000). The interview: From structured questions to negotiated text. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed.) (pp. 645–672). Thousand Oaks, CA: Sage Publications.
- Halford, J. (1998). Easing the way for new teachers. *Educational Leadership*, 55(5), 33–36.
- Harman, S. S. (2001). Results of the field-test of teacher growth and assessment. Internal report. Greensboro, NC: SERVE.
- Leinhardt, G. (1993). On teaching. In R. Glaser (Ed.), *Advances in instructional psychology* (pp. 1–54). Hillsdale, NJ: Laurence Erlbaum.

- Morgan, D. L. (1998). *The focus group guidebook*. Thousand Oaks, CA: Sage Publications.
- Public Education Network. (2004). *The Voice of the New Teacher*.
- Stansbury, K., & Zimmerman, J. (2000). *Lifelines to the classroom: Designing support for beginning teachers*. San Francisco: WestEd.
- Stodolsky, S. S. (1990). Classroom observation. In J. Millman & L. Darling-Hammond (Eds.), *The new handbook of teacher evaluation: Assessing elementary and secondary school teachers* (pp. 175–190). London: Sage Publications.
- Stronge, J. H. (2002a). A content validation study of the Teacher Growth and Assessment Model. Unpublished report produced under contract to SERVE.
- Stronge, J. H. (2002b). Analysis of SERVE's performance dimensions in relation to the Interstate New Teacher and Support Consortium. Unpublished report produced under contract to SERVE.
- Tomlinson, P. (1995). Can competence profiling work for effective teacher preparation? Part I: General issues. *Oxford Review of Education*, 21(2), 179–194.

The Orientation

FOR ALL TEACHERS AT THE
BEGINNING OF THE YEAR

The Orientation

This orientation must be held with all teachers at the beginning of the school year.

Purposes

- To provide a clear overview of the evaluation process to all teachers
- To begin a conversation between teachers and administrators about expectations for meeting school goals through individual teacher performance
- To provide an explanation of the expectations for teachers in each of the two phases: summative and formative
- To inform teachers of any deadlines established by the school and/or district
- To inform teachers of district policies adopted by the local school board concerning teacher evaluation
- To provide teachers with guidance in conducting the self-assessment leading to an appropriate Individual Growth Plan during formative evaluation

Schedule

The sooner in the school year the orientation is scheduled, the easier it is for teachers to begin the process. This orientation should take place at one of the beginning workdays of the school year. Conversations should continue throughout the school year both formally and informally.

Materials to Distribute to Teachers

- Copies of the Assessment Matrix
- Copies of the Summary of Student Assessment Practices for each teacher
- Copies of the Teacher's Guide to the Summative Interview for teachers who will be engaged in summative evaluation over the course of the year

Suggested Activities for Teachers Engaged in Summative Evaluation:

“Breaking Down the Matrix”

This is an introductory activity that can be started during a faculty meeting. Depending on the size and organization of the school, the principal may opt to encourage teachers to meet as grade levels, middle school teams, or high school departments to continue discussions of the Assessment Matrix. It encourages teachers to begin reflecting on the Matrix and putting it into the context of their teaching. It also encourages teachers to self-assess and to begin collection of samples for their Summative Interview.

Teacher’s Analysis of Assessment Practices

Many teachers have not had coursework on how to use assessment to improve student learning. They may need support in examining their practices. Teachers may use this tool to help guide them as they take a critical look at their own assessment practices. This activity may be introduced during the Orientation or a separate faculty meeting. It may also be introduced in department, team, or grade-level meetings and completed by teachers on their own time throughout the year. Teachers should examine their planning guides, grade books, and student work samples from the previous year to determine the scope and variety of assessment strategies they use. *It should be stressed that not all teachers will use all assessment strategies.* That is not the point of this worksheet. This tool is to help teachers have a framework for looking at their assessment strategies. Principals should not require teachers to turn in these completed worksheets, although teachers may choose to include the worksheet in the evidence presented during the Summative Interview.

Additional Resources

The SERVE website [www.serve.org] contains updated and current information on the Professional Review Process. Within this site is a special section devoted to teacher evaluation that provides additional tools to help teachers and administrators with this process.

All teachers and administrators can access the electronic resource matrix (Ask ERMa) by going to www.serve.org/erma and logging in with their district username and password. The username and password are available through your district personnel office. ERMa links you directly to current websites, online resources, PDFs, and online course opportunities directly related to the specific performance dimensions.

The Components of the Summative Evaluation Phase

FOR TEACHERS WHO ARE ENGAGED IN SUMMATIVE EVALUATION

- ▲ **Classroom Observations and Post-Observation Dialogues**
- ▲ **The Summative Interview**
- ▲ **A Teacher's Guide to the Summative Interview**
- ▲ **Scoring the Matrix: The Profile of Performance Sheet**
- ▲ **The Post-Interview Conference**
- ▲ **Determining the Next Steps**

Classroom Observation and Post-Observation Dialogue

FOR TEACHERS WHO ARE ENGAGED IN SUMMATIVE EVALUATION

Purpose

The overall purpose of the Classroom Observation is to provide data to be used by the evaluator to:

- Provide a basis for the Post-Observation Dialogue that occurs after the Observation.
- Provide data for the evaluator to consider along with all other data when scoring the teacher's performance following the Summative Interview.

Some performance dimensions, such as "Alignment of professional development" or "Long-range planning and sequencing," may not be easily or accurately observed during a class period. Even "Use of technology" may or may not be observed within particular lessons even though the teacher may be quite advanced overall in the area of technology and its use in instruction.

Using Someone Other Than the Principal for Observations

First- and second-year teachers are required to have four full classroom observations each followed by a Post-Observation Dialogue. At least one of these four must be conducted by a peer—a trained experienced teacher who is not the mentor of the observed teacher. Experienced teachers are required to have a minimum of two Classroom Observations each followed by a Post-Observation Dialogue. It may be helpful under some circumstances, if someone who is particularly knowledgeable in a certain field or curriculum is enlisted to conduct additional observations. This often gives another perspective and richer feedback to the teacher. For example, in a high school, the department chair may be selected by the principal to conduct an observation.

If someone other than an administrator does conduct an observation, it is essential that careful notes and documentation of the Observation and Post-Observation Dialogue be shared with the evaluator completing the

Profile of Performance. If someone other than the evaluator conducts an Observation, he or she should take detailed notes of what was observed and not do any scoring using the assessment matrix.

Procedures

Step 1: Know the Matrix and the Appropriate Dimensions for Each Level of Experience

Before conducting any classroom observations, it is important that the administrator or observer become familiar enough with the Assessment Matrix to be able to note any information that would help score the performance dimensions at the end of the year. This is especially important because the Classroom Observation form follows a natural sequence for a lesson rather than matching the Matrix dimensions. That is, the evaluator will have to map the information gathered onto the appropriate dimensions of the Matrix.

Step 2: Ensure Accuracy

When visiting the classroom, a principal may choose to script the lesson, reflect on the Observation, and then record the data on the form provided. This results in a richer view of the classroom but may also result in inaccuracies if data are not recorded accurately and immediately following the Observation. Careful note taking during the Observation may help ensure that information is not lost or inaccurately recorded.

Step 3: Conduct the Post-Observation Dialogue

Within 10 days of the Observation, it is critical to discuss the Observation with the teacher during a Post-Observation Dialogue held in the teacher's classroom or area of instruction. The evaluator should encourage reflection and input on the part of the teacher. Remember, the Classroom Observation is not "scored" at this point. The Post-Observation Dialogue is intended to add to the data collected during the Observation as well as to provide an opportunity for professional conversation between the teacher and principal.

Suggested questions to use during the Dialogue include:

- 1) How do you think the lesson went?
- 2) What would you do differently, if anything?
- 3) What do you think the students got out of this lesson?
How do you know?
- 4) Did you meet your intended goal(s) for this lesson? If not, why not?
If so, how do you know?

Additional information and sources of data may be necessary to provide a solid rationale for scoring. Principals should never reduce the Classroom Observation to a checklist but should see "the whole picture" when visiting a classroom.

It is not necessary to "write up the Observation" prior to conducting the Post-Observation Dialogue. It is much more important to talk about the lesson observed within the context of the teacher's overall practice as soon as possible. Ideally, the evaluator should use the Post-Observation Dialogue to add to the Observation notes—not as a conference solely for the purpose of feedback.

- 5) How does this lesson fit in with your current unit of study?
- 6) What outside resources did you use in preparation for this lesson?
- 7) How did you (or will you) follow up this lesson in subsequent assignments and lessons?

The observer may select from three different forms for use with the Observation. He or she should select the form that best suits his or her style of recording data. Each form provides a space for both the teacher's and the principal's signatures to indicate that the Observation was conducted and reviewed. Once the Post-Observation Dialogue has been completed, it becomes part of the data considered for scoring at the end of the year.

The Form

There are three forms for use with the Classroom Observation. Any one of these forms may be selected for use by the observer. The purpose of the form is to guide an observer in the process of documenting the key elements of the lesson. The focus should shift from teacher behaviors to student outcomes. The observer should attempt to capture as much of the interaction among students and between students and teacher as possible.

All lessons should have four major components:

- 1) **The goal**—What the teacher intends to do.
- 2) **The instructional strategies**—How the teacher structures activities to meet the goal(s) of the lesson.
- 3) **The engagement of the students**—How the students react to the strategies the teacher is implementing.
- 4) **The assessment strategies**—How the teacher determines whether or not the students have met the intended goal.

All of these components should be obvious to the observer. It is not necessary for all teachers to actually display written goals. It is necessary that the teacher's lesson embody goals. Embedded in each component are practices that relate directly to the Assessment Matrix. It is important, however, that the observer be familiar with all performance dimensions to accurately capture data that may be used later in completing the Profile of Performance for that teacher.

Considering the Data for Scoring

When scoring the Assessment Matrix at the end of the year following the Summative Interview, the Observation notes and Post-Observation comments should be considered where appropriate. Do not "average" the performance across the observations. This would penalize the

Note: If your district is implementing SETS (the Staff Evaluation Tracking System), the computer generates all formal forms. You should record any classroom observation data as well as any data collected during the Summative Interview on a RED data form in SETS.

teacher for past mistakes that, hopefully, have been corrected due to the careful and credible feedback given during the first Post-Observation Dialogue(s). Consider carefully any improvements a teacher may have made between the first and second observation. It is important to score the teacher according to his or her current performance level at the end of the summative year.

Maintaining the Observation Data

All forms used during each Observation and Post-Observation Dialogue for a teacher should be maintained in a file for consideration in scoring at the end of the year. The teacher may have a copy of the completed form once both the teacher and the observer sign the Post-Observation Dialogue form indicating that the data have been reviewed. The form itself does not become part of the personnel folder unless specified by district policy.

Note: *If your system is using SETS, all data will be maintained and organized for you once entered.*

The Summative Interview

FOR TEACHERS WHO ARE ENGAGED IN SUMMATIVE EVALUATION

Purpose

The purpose of the Summative Interview is to provide an opportunity for the principal and teacher to discuss evidence about performance generally not available through classroom observations. *The teacher should be prepared to provide evidence and examples relevant to specific performance dimensions.* These materials and examples should be selected carefully to provide a representative picture of how his or her teaching practices compare to the expectations described by the Matrix.

Procedures for Setting Up the Interview

The procedures for setting up and conducting a Summative Interview are the same regardless of the level of experience of the teacher. For first- and second-year teachers, only questions that apply to the appropriate performance dimensions should be asked.

1. The evaluator should schedule the Interview at a time and date with adequate notice to the teacher. "Drop by" interviews will not be beneficial!
2. The interview must take place in the teacher's classroom or regularly assigned teaching area. In certain situations, special arrangements may have to be made to allow access to the area during the scheduled time. It is important, however, that the teacher have easy access to all materials, records, etc.
3. Remind teachers to review *A Teacher's Guide to the Summative Interview* (see page 99) given out during orientation.

Teacher Presentation of Materials

The teacher has the responsibility for presenting the evidences of teaching performance in a manner that would allow the principal to rate performance based on the performance dimensions of the Assessment Matrix. Evidence should be clearly related to the teaching standards as reflected by these performance dimensions. Summative judgment of the evidences presented is the responsibility of the principal.

It should be noted that teachers who are actually performing at a proficient or advanced level on each performance dimension should not have to spend a great deal of time pulling together things for the Summative Interview. In fact, if this is the case, it may indicate that the teacher is struggling with a particular area or it is not part of his or her regular teaching routine. By conducting a self-assessment at the beginning of the year and working on specific goals related to areas on the Assessment Matrix, the teacher should be able to discuss these areas of practice. A teacher should be able to pull sample materials and talk about his or her teaching easily within the classroom.

Some teachers may want to pull information into a notebook for ease of personal reflection or sharing, but this is a purely personal choice. A highly polished portfolio should not be expected or even influence the evaluator's rating. It is the evidence itself that must be convincing, not the form in which it is kept.

Structure for Presentation

At the beginning of the summative year, *A Teacher's Guide to the Summative Interview* is part of the materials handed out during Orientation. The teacher should use the Guide and the Assessment Matrix to prepare the type of examples and materials the principal will need in order to make a fair judgment of teaching performance. The following outline may be helpful in guiding the teacher in presentation of these evidences. A teacher is not limited to the suggested artifacts or examples mentioned in the Guide.

Preparing for the Interview

Reviewing all the evidence gathered will help in selecting and focusing on key questions and will ensure that a complete data set is collected prior to scoring.

Note: *If your system is using SETS, try this tip: Set up a BLUE Evaluation Form prior to the Summative Interview. Check the RECENT DATA button on each of the dimensions. This will easily and quickly show you which dimensions are lacking data and may need more information. It will also refresh your memory about follow-up questions you need to ask about prior performance.*

Procedures for Conducting the Interview

It is important that certain procedural steps be followed to ensure a fair and equitable evaluation process.

1. Schedule the Interview for a time during the last quarter of the school year or according to your district's policy. The date and time must be

mutually convenient for both the teacher and the administrator with prior notice of at least five school days being given to the teacher. The deadlines for completing these interviews may be set by district policy.

2. The interview should take place in the teacher's regularly assigned teaching area. All efforts should be made to schedule the Interview at a time during which the classroom or other area is vacant and interruptions are not expected. In some cases, such as with itinerate teachers or physical education teachers, that area may not be practical. In that case, arrangements should be made with the teacher to meet in a place where the teacher feels comfortable and has easy access to most, if not all, of his or her materials. It may seriously hamper the effectiveness of the teacher's responses to the questions if there is limited or no access to the materials and may, therefore, result in a violation of procedure.
3. The interview questions are to guide the evaluator. Questions should reflect only those dimensions for which the interviewer needs additional data. For first- and second-year teachers, the questions should only reflect the appropriate dimensions. The interview is the same structure in that the overall questions need to be the same for everyone, but products and follow-up conversations may differ due to differences in teaching assignments. Additional questions may be asked to re-direct the teacher, clarify a response, or probe further. On some performance dimensions, the evaluator may have data (observations, records, etc.) that will suffice and may not need to discuss the performance dimension further. The evaluator should be familiar enough with the Assessment Matrix to determine if enough evidence has been presented to score it.
4. Throughout the Interview, the evaluator must take careful notes of the teacher's responses that suggest a particular level of performance on a particular dimension. Any evidence that the teacher presents may be described in the notes or (only if practical) copied and included in the data. The notes should be sufficient to serve as justification for any scoring decision. The primary point of the Interview is to allow the evaluator to make a fair and evidence-based decision on the level of teaching performance.

Note: *If you are using SETS, be sure to create a RED Data Form to capture the Interview notes before you complete the BLUE Evaluation Form. The data form you create for the Interview will then show up in the RECENT DATA when you are scoring each dimension.*

5. It should be stressed that the Summative Interview is an opportunity for principals and teachers to have a professional conversation or dialogue concerning actual teaching practices. Teachers often find it a validating experience because they have the opportunity to show the principal accomplishments that otherwise would not come out

during traditional classroom observations. The evaluator should not view the interview questions as just a “checklist” for “right answers.” Evaluators should probe for deeper understanding and critically examine artifacts if the process is to have meaning.

6. The interviews should not be squeezed to fit into a 20–30 minute time slot. At least one hour should be allocated. It is advisable that a minimum of 45 minutes be allowed for the Interview. Survey responses of teachers and principals indicated that most averaged between 45 and 60 minutes. Time should be allocated to those dimensions where there is the greatest need for discussion/evidence to better assess the teacher’s performance. Once the evaluator is comfortable with a dimension, he/she should move on.
7. At the conclusion of the Interview, it is always a good idea, if time allows, to ask, *“Is there anything else about your teaching that you would like to share with me?”*

Summative Interview Questions

The objective of the Summative Interview is primarily to provide the opportunity for the teacher to present evidence of teaching that might not otherwise be evident in classroom or other observations already collected by the evaluator. The evaluator must be able to complete the Profile of Performance based on the total data collected throughout the summative period, so data collected during the Interview process can “fill in the holes” of what the evaluator already has collected in the form of observations (classroom and others) and documentation.

The following questions are intended to serve as guides or examples of questions an evaluator would use during the Summative Interview with a teacher to capture data helpful for scoring specific performance dimensions. It is not necessary to ask a question if you already have data from other sources or the teacher provides data while answering another question. It is also helpful at times to add questions that are specific to that teacher’s circumstance.

During the Interview, document all responses by the teacher for use during the development of the Profile of Performance. With the teacher’s permission, the Interview may be audiotaped for accuracy, but careful notes should be taken throughout the Interview. Maintain records of the Summative Interview just as you would a classroom observation.

When interviewing first- or second-year teachers, target only the performance dimensions for which they are accountable (see the Assessment Matrix).

The number(s) in parentheses after each question indicate the corresponding performance dimension on the Matrix. Please use these questions as guidelines or examples. You are not limited to these questions and should adjust your questioning to fit the teacher when appropriate.

Category: Planning

1. Talk a little about your process of planning. How do you determine the sequence of your units of study? (#1)
2. What are some specific examples of modifications that you have made to your lesson plans? What were the reasons for those modifications? (#1)
3. Can you show me some examples of written lesson plans that would support your discussion? (#1 and #2)
4. How do you ensure that your lessons are aligned with the curriculum? (#2)
5. Do you have a means for organizing your teaching materials? (#3)

Possible artifacts to consider: lesson plans, curriculum guides, pacing guides, any type of storage facility within the classroom

Category: Instruction

The majority of the data collected for these dimensions will probably come from classroom observations, but the following questions might supplement the observations.

1. Talk a little about ways in which you tend to make the instructional presentation particularly relevant to students. What specific kinds of outside resources have you brought in this year to expand the content of the curriculum? (#4)
2. What are some ways that you have supplemented your own knowledge of content this year? How have you incorporated your content knowledge into your teaching in deeper ways than called for by your curriculum? How do you excite students about the content in your subject areas? (#5)
3. How do you ensure that key activities are developmentally appropriate for your students? Can you describe any new activities that you incorporated into your teaching this year? (#6)
4. What are the different ways that you have used technology in your teaching this year? What is a specific example of when you have developed a task for students that would enhance student expertise in using technology? (#7)
5. How do you evaluate the effectiveness of your instructional strategies? Can you provide specific examples of when you individualized instruction for students? (#8 and #9)

6. How do you develop or prepare questions that will generate meaningful dialogue about a topic? Can you provide specific examples (either written or verbal) in which you are challenging students to use higher-level thinking skills (i.e., synthesis or analysis)? (#10)

Possible artifacts to consider: lesson plans, student work samples

Category: Assessment

1. Talk about the different assessments you use on a regular basis in your teaching. How do you analyze these assessments, and how do you use the results of the analysis? Can you show me some specific assessments you have developed for diagnostic purposes? How do you use standardized student achievement data to inform your teaching? (#11)
2. Can you show me some specific student work samples that demonstrate your use of assessment? Talk about the variety of assessments you use in your classroom. Which ones do you find the most effective? How do you decide which type of assessment to use? (#12)
3. How do you use verbal and written feedback to address specific student weaknesses in order to help that student improve? Can you show me a variety of samples of feedback you have actually provided to students this year? (#13)

Possible artifacts to consider: student work samples, lesson plans, grade book

Category: Student Motivation and Management

1. How do you set expectations and procedures for students in your classroom? What are some specific interventions you have used this year to actually prevent potential disruptions in your class? How do you make sure that students know what you expect of them in terms of procedures and classroom rules? What processes do you have in place that would ensure a safe classroom environment? (If there have been incidences during the year in which the teacher has had difficulty maintaining classroom order, discuss at this point any ways in which the teacher has addressed these issues and made improvements.) (#14)
2. Talk about your procedures for celebrating and recognizing student success in your classroom. What are some specific examples you can show of ways that you honor student achievement that is appropriate for your students? How do you encourage students to achieve? (#15)

3. How do you determine your students' individual interests in order to create relevant learning experiences in your classroom? How do you make sure that each child is challenged in your classroom? How do you assess individual student interest? What are some strategies you have used to encourage meaningful participation by all students? (#16)
4. What are some of the specific ways that you create a classroom climate conducive to learning? How do you promote sensitivity and respect for diversity within your students? (#17)

Possible artifacts to consider: samples of letters to parents or students setting forth expectations and procedures, student interest inventories with evidence that these influenced lesson plans, lesson plans, artifacts around the room, the room set-up

Category: Teacher Impact

1. Talk about the impact your teaching practices have had on student growth this year. What evidence do you have that your students made appropriate gains this year as a result of your teaching? What evidence do you have that students in your class have progressed toward meeting either individual or school goals this year? Talk about specific incidences in which student goals have been met in your class this year. (At this point, you may want to ask about specific students.) Talk about the strategies that you used to promote student growth. Which ones were successful? Why or why not? (#18)
2. Which school (or district) committees did you serve on this year? Do you have any evidence of your individual contributions to these committees? (#19)

Possible artifacts to consider: student portfolios, student achievement data, committee membership documentation

Category: Professional Growth and Contributions

1. What professional development activities have you undertaken this year? How have you incorporated these new skills/knowledge into your teaching? Have you shared your professional development activities with other teachers? If so, how? (#20)
2. Describe some of the interactions you have had with parents on a regular basis. Do you have a parent contact log or some other form of documentation of these contacts that you can provide? How do you invite parents to become involved in their child's learning?

What are some specific strategies that you have used this year to create positive relationships with parents this year? (#21)

3. Talk about your system for maintaining accurate records and for meeting deadlines? (If you are aware that this has been a problem area this year for this teacher, you may want to give an opportunity for the teacher to share how it has been addressed and/or corrected.) (#22)

Possible artifacts to consider: school records or logs of professional development activities, parent letters, written memos to parents, e-mail messages to peers or parents, parent contact logs, posted rules or procedures within the classroom, photographs of parents helping in the classroom, website developed by the teacher for home communication, schedules maintained for record keeping, files or other systems for maintaining records

Please note: The objective of the Interview is to ask the teacher to present evidence of his or her current teaching practices to guide scoring by an evaluator. At the end of the Interview, ask: "Is there anything else about your teaching that you would like to share at this time?"

Scoring the Matrix: The Profile of Performance Sheet

FOR TEACHERS WHO ARE ENGAGED
IN SUMMATIVE EVALUATION

Purpose

The purpose of the Profile of Performance Sheet is to provide feedback to the teacher on his or her level of performance as indicated by the data collected throughout the year (classroom observations, records turned in, etc.) and the evidence discussed during the Interview.

Note: *If you are using SETS, you will complete a BLUE evaluation form to capture your ratings and create a Profile of Performance Sheet. Once it has been shared in a hard copy with the teacher and properly signed and dated, don't forget to go back and lock the form.*

Tips on Scoring

First- and second-year teachers are only scored on the performance dimensions selected for their level of experience. Teachers with three or more years of experience are scored on the full Matrix.

There are a number of cautionary tips that may help guide the evaluator in determining where a teacher falls short in each dimension. It is helpful to keep these in mind:

1. Know the performance dimensions of the Assessment Matrix. Understand what each level of performance indicates.
2. If the teacher demonstrates a certain level of performance, you must score him/her at that level. The Matrix has removed some of the subjectivity of the interpretative rating scale. In the past, rating scales have led many administrators to develop their own interpretations of such phrases as "above standard" or "well above standard." The Matrix has also removed the need for such philosophies as "No one walks on water; therefore, no one can be on the highest rating level." If the teacher demonstrates the advanced level within

a specific performance dimension, then indicate that on the Profile of Performance Sheet. Remember, these pre-determined scoring rationales actually represent biases that must be avoided.

3. Score each performance dimension independently, and note your rationale (evidence) for the level selected. It is possible that a teacher is advanced in long-range planning with sequencing but basic in content knowledge. Do not let a classroom observation bias a rating that should be otherwise based on documentation or teacher presentation during the Interview.
4. Be aware of any conflicts of interest that may exist between you as evaluator and the teacher. If at all possible, another evaluator should take over the evaluation process of a teacher with whom such a conflict exists long before the scoring process.

The Profile of Performance Sheet

Be sure to use the appropriate Profile of Performance Sheet for the level of experience for each teacher. The performance dimensions that are not scored for the first- and second-year teachers are shaded on the hard copies. **Note:** *If you are using SETS, these dimensions are already shaded for you according to the teacher's level of experience.*

The Profile of Performance Sheet should be used to record the level selected that best matches the teacher's performance based on the descriptions provided in the Matrix. The notes taken during the Interview as well as those taken from other sources, such as the Classroom Observation, provide the necessary documentation for the scoring decisions.

If you are scoring the teacher at a specific level, you are indicating that the performance of that teacher is the same as the one described in the Matrix. You have the documentation in your file of classroom observations and notes from the Summative Interview to back up the scoring. However, you may want to make notes about the evidence that was compelling to match a teacher to a particular level.

Note: *If you are using SETS, you can copy and paste pertinent comments from the RECENT DATA files on the BLUE form to place into the summary notes for each category or you can write up a summary statement for the category in the text box provided.*

The Profile of Performance provides the record of the summative year for the teacher's personnel folder. Unless specified by district policy, it should serve as the only document needed. Any raw data, such as the Observation forms and the notes from the Interview, may be maintained as any other raw data would be. Again, this is a district policy issue.

The Post-Interview Conference

FOR TEACHERS WHO ARE ENGAGED IN SUMMATIVE EVALUATION

All teachers, regardless of their level of experience, must have a Post-Interview Conference within 10 days. This conference may be held in the evaluator's office or the teacher's classroom. It is the only step not required to be in the classroom. The purpose is to share the Profile of Performance and the resulting recommendations for future evaluations with the teacher.

In conducting the Post-Interview Conference, the evaluator should stress that the Profile was developed as a result of input from the teacher as well as a careful analysis of all available data. At this point in the evaluation process, data should have been collected, maintained, and analyzed carefully. It may not be necessary to walk through each dimension score on the Profile Sheet, but rather highlight those of particular strength or weakness.

The evaluator should avoid phrases such as "I scored you at..." or "I see you operating at this level..." because that language implies a certain amount of subjectivity and bias. By using the following type of phrasing, "The evidence you presented indicates that this is the level of your performance..." the evaluator is stressing the importance of multiple sources of data as well as the role of the teacher in sharing evidence.

"The evidence you presented indicates that the following is your Profile of Performance."

Determining the Next Steps

FOR TEACHERS WHO ARE ENGAGED IN SUMMATIVE EVALUATION

For first- and second-year teachers, the next steps must include a summative evaluation if employment is continued for the next year. Teachers are not eligible for formative evaluation until they have concluded their third year of classroom experience. The principal's judgment of performance determines when a teacher is assigned to formative evaluation.

Purpose

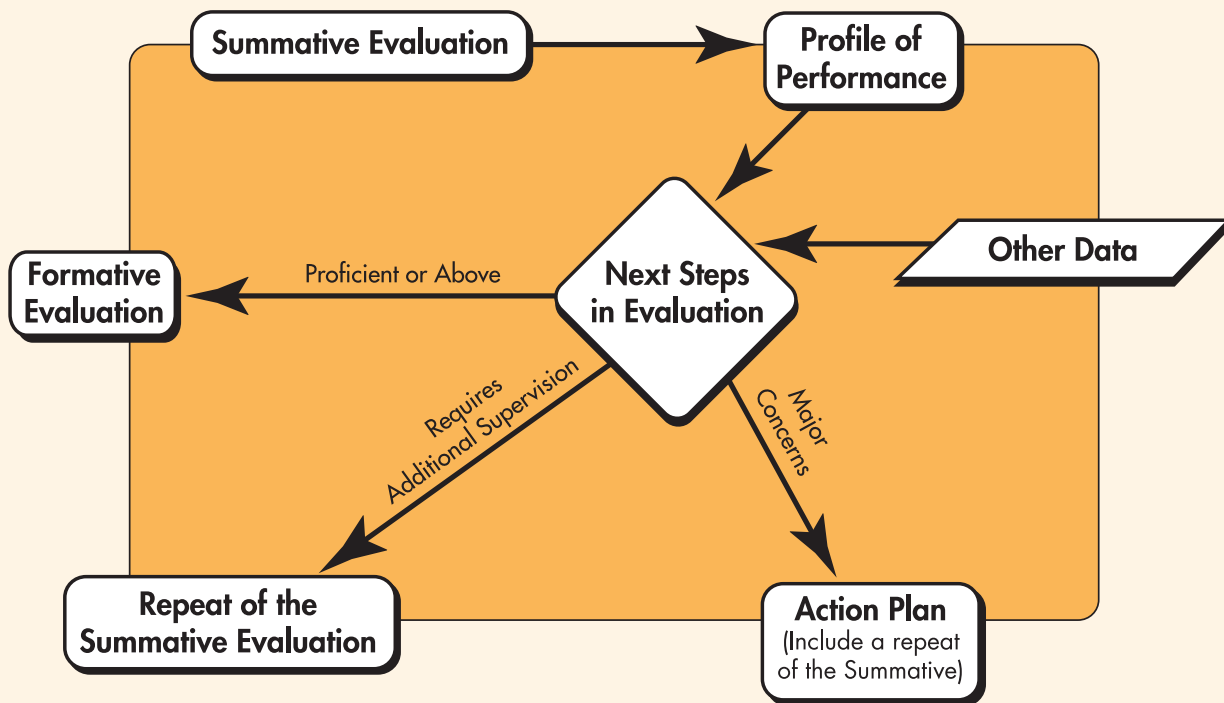
The most basic decision the evaluator has to make at this point is whether the Profile is weak enough to merit an action plan or plan of assistance. If the teacher's Profile demonstrates a pattern of performance at levels one and two on any of the performance dimensions, the need for a plan of action is clearly indicated. The purpose of the next steps for evaluation is to address any areas of concern that may become evident through a summative evaluation. The district policy should be followed in all cases. For example, some districts have a policy that *any* minimal rating in a performance dimension would trigger an automatic action plan. Given that the teacher has been given every reasonable opportunity to address performance within each dimension through a self-assessment and Individual Growth Plan developed at the beginning of the year, this is a reasonable course of action. However, it should also be noted that this would not be the only trigger for an action plan. Guidance in the decision process is noted below.

Continuous teacher growth is the key to improving teacher quality in any school. Regardless of current levels of performance, there will always be the need for teachers to continue growing in their practice. Teacher quality should not be a finite concept! Therefore, the evaluator should bear in mind that the next step for evaluation—formative, summative, and/or action plan—is actually a strategy of instructional leadership to foster that continuous growth. The next steps should not be viewed as punitive but rather as helpful.

A major goal of each principal is to move all teachers away from the *minimal* and *basic* levels to at least the *proficient* level in all performance dimensions. Visualize a school in which every teacher in every classroom is practicing at the proficient level in all performance dimensions. It may be that focusing on a particular dimension in-depth through a formative plan is the best way to do this. Other teachers

The primary goal of any recommendation is continued growth and development of the individual teacher

Making the Decision for Next Steps in Evaluation



Flow Chart for Decision Making of Next Steps for the Experienced Teacher

may need the more direct support and supervision offered through the summative phase, while still others may require an even more direct action plan that provides intense supervision.

Once the summative evaluation phase is completed, the principal uses that information to determine the next steps for the teacher to continue a path of growth built on the phases of teacher evaluation. The completed Profile of Performance Sheet provides a summary of the teacher's level of proficiency in the performance dimensions.

Other considerations might include the answers to such questions as:

- Will this teacher remain in this teaching assignment at this school next year? (If not, another summative might be appropriate to help the teacher adjust to a new teaching assignment.)
- Has this teacher demonstrated self-direction and willingness to follow through on professional growth plans in the past? (If not, the teacher may require more direct supervision such as that offered through summative.)
- Does the current performance indicate that the teacher requires greater support and direct supervision? (If so, this may indicate that

more intense supervision, such as a plan of assistance or action plan, may be needed.)

- Has the teacher completed the maximum allotted time for the formative cycle? (If so, the teacher may automatically be due for a summative.)

The Formative Evaluation Phase

FOR TEACHERS WHO:

1. HAVE COMPLETED THREE OR MORE YEARS OF TEACHING EXPERIENCE.
2. DO NOT HAVE LICENSURE OR HIRING ISSUES.
3. HAVE BEEN APPROVED BY THE PRINCIPAL.
4. ARE NOT ENGAGED IN SUMMATIVE EVALUATION.

The Individual Growth Plan for Teachers Engaged in Formative Evaluation

Purpose

Teachers who are engaged in the formative phase have met certain criteria that indicate their readiness to engage in self-directed growth with a minimum of supervision. These criteria include:

1. Have demonstrated “proficient” or above level performance in prior summative evaluations.
2. Are not required by issues of licensure or tenure to engage in a summative evaluation.
3. Are not under an action plan (plan of assistance).
4. Meet other criteria determined or set by district policy.

Summative evaluations allow an opportunity for the evaluator to give the teacher formal feedback on his or her job performance on a standard set of criteria. The formative evaluation phase gives teachers the opportunity to get more in-depth feedback on an area they have targeted for improvement. Formative evaluation involves a learning cycle.

Components of Formative Evaluation

Self-Assessment

Self-assessment should begin with an honest, confidential look at individual teaching practices as they relate to the expectations defined by the Assessment Matrix. This process may be introduced during the Orientation with the “Breaking Down the Matrix” and the “Summary of Student Assessment Practices” activities. Teachers should be encouraged to continue this process throughout the year by looking at all the performance dimensions either on their own or with colleagues.

Many teachers may have difficulty looking at their own practice. Statements such as, “*I think* I am doing this right, but how do I know?” are common among even the most experienced faculty. Self-assessment is more than just agreeing or disagreeing with a statement describing a particular practice. Often, teachers need guidelines to determine how their practice really compares to the performance dimensions. Teachers

should be encouraged to look critically at actual documentation of their practice such as student work samples, planning books, parent letters, disciplinary referrals, etc. Involving a colleague as a “critical” friend is also helpful.

Goal-Setting

All goals selected by the teacher should reflect individual professional needs following a self-assessment of current practices. During the formative year, the teacher should develop goals that are in-depth and challenging. Teachers who are released by the principal to engage in formative evaluation have already demonstrated a proficient level of overall performance, thus establishing their readiness to pursue a higher level of professional development. The Individual Growth Plan (IGP) for those teachers engaged in formative evaluation is actually a blueprint for the individual professional growth they are to pursue during this phase of the evaluation.

While professional growth goals do not necessarily have to be limited to specific performance dimensions within the Matrix, the expectations of these dimensions may shape more challenging goals and spark interest in pursuing a higher level of practice. The Matrix provides a comprehensive view of teaching that sets the district and state’s expectations for performance thus providing some parameters for Goal-Setting. Teachers can also refer to NBPTS literature for ideas about standards that define “accomplished (advanced) teaching” (see www.nbpts.org). This provides the opportunity to tie the IGP more closely to actual school and district goals that are more classroom-practice focused than “raising test scores” or “completing graduate school.”

It is important to note that the ability to take risks in setting challenging goals is crucial. Principals should recognize the need to establish a risk-free environment to encourage pursuit of more challenging goals. When a teacher sets a goal in a particular area, the principal is not to interpret that as a red flag to be used later in scoring a summative evaluation. Aspiring to a higher level of performance should never be penalized. Teachers often fear admitting they have areas that need attention simply because they are afraid it will be held against them.

Guidelines for Goals

The following guidelines may be helpful to teachers in setting goals. Goals should:

- Reflect the results of a self-assessment of current teaching practices and/or special interest in pursuing a topic of interest related to the individual’s teaching.
- Align with school and/or district goals.

- Reflect specific areas of classroom practice in need of improvement.
- Have some articulated connection to improved student learning, motivation, and/or development.
- Result in a means of documenting progress.

Goals should not be so broad as to be unrealistic or frustrating to the teacher. An example of this is “to improve state test scores.” This goal may be a district goal or an outcome of the teacher’s goal, but it is too broad for an individual goal. Likewise, goals should not be so narrowly defined that they can be accomplished with little additional teacher learning or effort. An example of too narrow a goal may be “clean my science closet” or “alter all my tests to reflect multiple-choice items such as on state testing.” Neither of these goals require additional learning on the part of the teacher. There is also the additional problem of not being grounded in any research or theory linking them to student learning. Other common goals that may not be appropriate given the above guidelines would include such goals as “completing my master’s program.” While this is certainly a worthwhile personal and professional goal, it does not address a specific area of classroom practice. Perhaps coursework in the degree program can help target specific teaching skills such as assessment practices or specific instructional strategies that can become the basis for a professional growth goal.

The key is to develop goals that are specific and tied to improved student outcomes.

While the principal may provide guidance in goal selection and should indicate specific areas for the teacher to target based on prior summative evaluations, it would be counter-productive for a principal to “assign” a growth goal. Teachers must be committed to accomplishment of a goal. This commitment is greatly enhanced when the teacher “discovers” his or her own area of growth through a self-assessment. Input of the principal may be part of that discovery, but teachers, as professionals, should not be pressured into accepting a specific growth goal. If there exists that severe a concern, perhaps the action plan or another method would be a better choice for the principal to use in directing the teacher’s growth.

The following list of examples is *not meant to be a menu of options*. The examples are intended to get teachers thinking about types of goals. Caution teachers not to just choose one that may or may not fit. Also, caution teachers that there is no “formula” or “right words” for writing a goal. The goal simply states what the teacher is working toward in his or her practice. This list is intended to provide some guidelines on the type of scope that might result from a self-assessment and a teacher’s desire to grow professionally in a specific area.

Sample Goals

1. Increase parental involvement in my students’ learning through teaching them new strategies for helping with homework and through the development of a web page.

2. Increase my students' use of technology and writing through the development of student electronic portfolios.
3. Increase my students' reading skills through the incorporation of content area reading material into my instruction and assessment practices.
4. Develop and implement rubrics for my students' assignments to increase their understanding of the goals and increase their achievement level.
5. Investigate the use of diagnostic assessments and develop/ implement appropriate instructional and assessment practices as a result of diagnostic information gathered on students.
6. Incorporate higher-order thinking skills into the assignments I give students.
7. Investigate and implement strategies for increasing student motivation among the struggling students.
8. Investigate and implement strategies for rigorous, project-based learning.
9. Try several different ways of teaching a difficult (hard-to-teach) topic and interview students to explore impact.
10. Work on writing good essay questions and collecting high-quality answers to share/discuss.
11. Improve my content knowledge on a key topic and use that knowledge to revise unit materials.

Above all else, professional goals should reflect the needs of the individual teacher and the needs of that teacher's students.

Selecting the Resources

The following sources might be helpful to teachers searching for specific information:

- Websites (including www.serve.org)
- Listservs
- Universities (many now have satellite campuses and outreach programs)
- Professional conferences and workshops
- Other teachers/staff members who have developed expertise within the area
- Professional literature and journals

Ask ERMa is an electronic resource matrix. It is the SERVE Assessment Matrix posted online at www.serve.org/erma that anyone can access using the district username and password obtained through the personnel office.

Selecting the Source of Feedback

Collegiality is one aspect of teaching that is often overlooked. The traditional organization of school has a long established history of teacher isolation. Yet, once teachers get together, shared interests and experiences lead to a team effort. It is important that the teacher selects a feedback source that is not only accessible but also comfortable. The teacher should select peer(s) with whom he/she is comfortable working on specific professional goals. For many teachers, sharing their experiences (both good and bad as they develop new skills) can be intimidating. It takes practice, structure, and work, but it is well worth the effort in terms of developing collegial support. It may also require additional training for teachers.

There are also naturally occurring groupings of teachers within the school that can be built upon to develop the professional collegiality. Grade levels in elementary schools, teams in middle, and departments in high schools may already group teachers. While there is no hard and fast rule stating that teachers must select their peer partners or Quality Colleagues from this group, it may provide a good starting point.

It is recommended that teachers choose whether or not to engage in collegial support through the structure of Quality Colleagues or with a peer coach. The interactions are all of a professional nature unrelated to the summative evaluation process and, therefore, must remain confidential and separate from formal evaluation by an administrator. A teacher must be comfortable in taking risks and examining weaknesses.

The choice of feedback should also match closely and support attainment of the goal. If the goal is one concerned with planning or student work, classroom observations by a peer may not be as beneficial as working in a study group such as the Quality Colleagues. Several types of feedback follow.

Quality Colleagues

The purpose of Quality Colleagues is to provide consistent, systematic feedback from colleagues or peers who have an understanding of the classroom context of the teacher. The feedback should focus on the individual teacher's goals for improvement.

The number of Quality Colleagues a teacher has depends to a great extent on the school setting (i.e., organizational factors such as grade level, departments, or teams; size of faculty; size of district; daily schedule; etc.) The number may be one or more. It is not recommended that the number exceed five, as the group then becomes too cumbersome, and opportunity for exchange of ideas may be lost. The group may be organized around elementary grade level, middle school team, or high school department. Ideally, each member of the group would receive as well as provide feedback during each meeting.

Each member of the group should “host” meetings on a rotating basis. The host is responsible for reminding members of the time, date, and location of the meeting and serving as facilitator/time keeper. Meetings among Quality Colleagues should be scheduled on a regular basis not less than once a month. The group should establish reasonable time limits for each part of the meeting at the beginning of the year. These time limits, of course, may be adjusted as the process develops.

Each colleague should present his or her progress toward accomplishment of goals. The evidences presented should be aligned with the resources and sources indicated on the teacher’s IGP. This may include videotapes of lessons, student work samples, portfolio entries, samples of journal writings, results of surveys, etc. The presenter may also reflect on his or her professional growth.

Following each presentation, group members may ask questions of the presenter. The questions should clarify specific points of the presentation. These questions may help guide the following discussion. Questions may also challenge the presenter to look at an issue or stumbling block from a different perspective.

Following each presentation and questioning, a discussion among the colleagues should include suggestions and comments for continued progress toward goals. During this phase, it is important that the presenter not engage in the discussion, but rather, becomes a non-participatory observer. This allows uninterrupted feedback.

The process of presentation, questioning, and discussion is completed with each member during each meeting. This is best accomplished when strict guidelines for time limits are set and followed by the group. It is also important to the process that all presentations and discussions maintain a professional and confidential quality.

Peer Coaching or Peer Partners

Teachers may elect to work with one peer. Like the Quality Colleagues, peer coaching is based on professional not social dialogue. It may involve classroom observations or looking at student work samples together. Coaching activities may take place in either the classroom setting or outside the classroom. Basically, peer coaching is collegial, not competitive, as two teachers work together to improve their individual practice.

There are three basic types of peer coaching:

1. **Mirroring.** The coach simply records whatever data the inviting teacher requests. There is neither analysis of the data nor any interpretation.

2. **Collaborative.** The coach may co-plan a lesson or simply collect desired data through classroom observation and later collaboratively analyze these data with the inviting teacher.
3. **Expert.** The coach is selected by the inviting teacher due to a higher level of expertise in a particular strategy or skill that the inviting teacher wishes to develop. In this case, the expert coach advises, analyzes data, and provides feedback to the inviting teacher.

Peer coaching is not limited to these formats and should be modified or developed to best suit the styles of both teachers involved. In some cases, student work samples may be the target of the activities requiring that the teachers meet on a regular basis outside class or during common planning times. Often, teachers use videotapes of classroom lessons that they can then view with the peer coach at a later time. Using videotapes also has the advantage of providing additional documentation for a teacher's progress.

Professional Portfolio

Another feedback source for teachers may be the development of a professional portfolio. It offers a structured way of monitoring one's own progress—a self-assessment process. It is important that this be the teacher's choice. The portfolio is not a scrapbook or loose collection of a multitude of documents and unrelated papers. It should be organized around the goal the teacher is working on throughout the year by being representative of samples of materials that allow the teacher to document or track his or her own growth.

The portfolio should fit the teacher's style. Some teachers prefer a large binder while others may use a filing drawer or even a cardboard box. The purpose of the portfolio should not be lost on its form.

The portfolio may be shared with colleagues or not depending on the teacher's preference. It remains the confidential product of the teacher. Just as the peer coaching process is not part of the summative evaluation, neither is the portfolio. The contents of the portfolio document progress more than accomplishment and should not be judged as part of a formal evaluation process unless included as such by the teacher.

One advantage of the portfolio that may be pointed out to teachers is that it can provide an excellent organizational tool to use in preparation for the Summative Interview at the end of the summative evaluation year. In the summative phase, the principal should not require that the portfolio be part of the summative review process.

The Approval and Review Conferences

It is important that the principal be aware and supportive of the teachers' Individual Growth Plans (IGP). These plans should, after all, greatly affect teacher quality within the school. While individual districts may set their own timelines and schedules for due dates for these conferences, the purpose of each conference remains constant.

The Approval Conference

The teacher is responsible for completing the IGP form (a sample can be found on page 110) prior to this conference. Any questions or concerns about the nature of the teacher's proposed plan should take place at this conference—not at the end of the year. This is also an excellent opportunity for the teacher and principal to initiate a professional conversation concerning the teacher's plans.

The Review Conference

This conference takes place sometime during the final quarter of the school year. District policy may specify dates. The purpose of this conference is to allow the teacher to share his or her progress with the principal. This is not for evaluative purposes in that the IGP is not for accountability. Teachers may share their portfolios or other documentation, but they should not be required to do so. It is not the intent of the formative or individual professional growth year to judge whether or not the teacher has accomplished the goal. The intent is to engage the teacher in a reflective conversation focusing on his or her practice and to determine the extent to which working on those particular goals has impacted student learning.

Following a review of the IGP, the principal should note on the IGP form whether the teacher will continue with a formative evaluation or engage in summative evaluation for the next school year. The decision to move a teacher from formative to summative may depend on a variety of reasons that include but are not limited to:

- The teacher has completed the allowable time limit for formative (depending on district policy, this may be three to five years).
- The teacher will be changing teaching assignments for the next year, thus requiring more direct support and supervision.
- There have been concerns raised throughout the year that have been documented and indicate that the teacher would best be served through more direct support and supervision.
- The teacher is uncomfortable with the lack of direct support and supervision and requests a return to the summative phase.

It is important that the principal consider each case carefully and individually. It is not advisable to arbitrarily remove a teacher from the formative phase for reasons such as "I am having problems with the rest of the department."

Note: *If you are using SETS, the formative process data will be maintained using the GREEN Goals Form. Teachers should e-mail their goal statements to you and indicate the targeted performance dimensions, planned resources, and planned feedback. You can copy and paste the goal statements (once you have approved them) into the GREEN Goals Form and check the remaining information. Ask teachers to e-mail you when they complete a step in the plan so that you can copy and paste the documentation into the form.*

Some Final Notes on the Formative Evaluation Phase

The principal must be very clear that the goals selected will not be used against the teacher later in a summative evaluation. One young teacher had a particularly challenging group of third-grade boys whose behavior was getting to be more than she could handle. When she attempted to enlist the help of her principal in coming up with more strategies for behavior management, he paused, pulled out an evaluation form, and checked off "below standard" under classroom management! This is an extreme example of establishing a risky environment for teachers.

In another case, a principal complained that teachers were unable to accurately self-assess themselves using the Assessment Matrix. His entire faculty had rated themselves as being "advanced" in all areas, although he claimed to know better. When asked how he knew how they had rated themselves, he sheepishly admitted that he had required them to turn their self-assessments in to him. Another example of a risky environment. These teachers may have been aware of their weaknesses, but they were not going to let him know!

Establishing a climate of trust and risk-taking requires leadership that recognizes that continuous growth of teachers is a part of professional development. Teachers must feel that admitting the need for this growth will not come back to haunt them in later evaluations. It also requires a separation of the formative (individual growth) and the summative (accountability) phase. This is best accomplished when summative judgments are made based only on the information and data collected during the summative phase according to the procedures of that process.

TEACHER GROWTH AND ASSESSMENT PROCESS: Assessment Matrix

TEACHER GROWTH AND ASSESSMENT PROCESS

Assessment Matrix

Teacher: _____

School/Teaching Assignment: _____

School Year: _____

Evaluator/Position: _____

Directions:

Teacher Self-Assessment: Consider the evidences presented for each of the twenty-two (22) performance expectations that follow. For each performance expectation (1–22) check the box (☐) of the one descriptor that **best** describes your current level of teacher performance in that area supported by the evidence. *This form is not to be turned in to an administrator when used for teacher self-assessment. It becomes the guiding framework for the teacher throughout the school year.*

Principal Scoring: The principal may use this form as a guideline and record actual scoring on the Profile of Performance Sheet for each teacher. The Profile sheet becomes part of the teacher's personnel file.

On this matrix, the year for accountability (1st, 2nd, or 3rd year of classroom experience) for each dimension is listed next to the title of the performance dimension. First Year Teachers should only be held accountable for scoring on the dimensions labeled Year 1, and Second Year Teachers for those labeled Years 1 and beyond. All other levels of classroom teaching experience, regardless of how many of those years are on the SERVE model, are accountable for all 22 performance dimensions.

For scoring, the levels of performance in the descriptors are:

unsatisfactory ⇨ **needs improvement** ⇨ **proficient** ⇨ **accomplished**

Planning				UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	ACCOMPLISHED
1. Long-range planning with sequencing (Year 3 and beyond)				<p>There is no evidence of daily, weekly, or unit planning.</p> <p>There is no evidence of continuity across plans or long-term planning.</p>	<p>There is evidence of inconsistent or sporadic planning of daily goals.</p> <p>There are no clear instructional and/or assessment goals or strategies.</p> <p>Plans consist of little more than pages of texts or topics to be addressed. Unit planning is inadequate or weak.</p>	<p>There is evidence of consistent planning of daily instructional goals, strategies, and methods of assessment.</p> <p>The teacher can provide a clear rationale for the design and sequence of units.</p>	<p>There is evidence of strong daily, weekly, and unit planning with continuity across units focusing on key topics.</p> <p>The teacher provides a well-articulated rationale for sequencing with evidence of reflection on past plans and student performance in developing and modifying subsequent plans.</p>
2. Alignment with curriculum (Year 1 and beyond)				<p>The evidence indicates that instructional content is generally not aligned with the local or state curriculum.</p>	<p>The evidence indicates that instructional content is inconsistently aligned with the local or state curriculum.</p> <p>Plans do not indicate that curriculum is adequately covered.</p> <p>Key topics or goals of curriculum may be missing in plans.</p>	<p>The evidence indicates that instructional content is consistently aligned with the local or state curriculum.</p> <p>The plans indicate that instructional goals of the curriculum are met.</p>	<p>The evidence indicates instructional content is consistently aligned with the local or state curriculum.</p> <p>The teacher has developed an organizational planning tool to ensure that all instructional goals of the curriculum are met.</p> <p>Priorities are set with units that are manageable sets of curriculum goals/objectives.</p>
3. Materials/equipment (Year 1 and beyond)				<p>Planning did not ensure that materials were ready and accessible prior to the beginning of the lesson. Teacher is usually not prepared for class.</p>	<p>Necessary instructional materials are often missing or not ready prior to the beginning of the lesson. For example, students may be sent to retrieve equipment or materials from other locations during class.</p>	<p>The teacher is prepared for class with all necessary materials and equipment readily accessible.</p>	<p>Planning in advance ensures that lessons move smoothly.</p> <p>All materials and equipment are prepared ahead of class.</p> <p>The teacher has a well-organized system for managing materials (for example, a filing system) to ensure that materials are available and easily accessible.</p>

Instruction				UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	ACCOMPLISHED
4. Context of the lesson (Year 1 and beyond)				<p>Context of the lesson is not set. Instructional goals/objectives of the lesson are not stated.</p> <p>Directions and purpose of lesson are not clear.</p>	<p>Context of the lesson may be set, but expectations for learning are not clear. Instructional goals/objectives of the lesson may be stated but are often confusing or unrelated to the lesson's activities.</p>	<p>Context of the lesson is set with reference to prior knowledge/activities. Expectations for student learning are clearly stated.</p> <p>Instruction is purposeful.</p>	<p>The teacher sets context of lesson in a creative way that engages students from the beginning. For example, the teacher may frame the context of the lesson in a key problem or question. Expectations for student learning are clearly understood.</p>
5. Content knowledge; presentation (Year 2 and beyond)				<p>The teacher consistently makes content errors and does not correct content errors made by students.</p> <p>The teacher has made no effort to upgrade content knowledge.</p> <p>The teacher does not fully explain concepts or follow up on questions posed by students.</p>	<p>The teacher displays some errors or lack of depth in content but has made some attempt to upgrade content knowledge.</p> <p>Attempts are made to explain content, but there is little follow-up to student questions.</p>	<p>The teacher displays solid content knowledge and can clearly explain relevancy of material to students.</p> <p>Explanations are clearly stated.</p> <p>Student questions are followed up by attempts to present the material more effectively.</p>	<p>The teacher displays extensive content knowledge with evidence of pursuit of additional knowledge.</p> <p>The teacher models enthusiasm for the content area and provides relevant experiences to excite students about learning.</p> <p>The teacher is creative and flexible in presentation ensuring that all students understand before moving on.</p>
6. Appropriateness of the lesson; pacing (Year 3 and beyond)				<p>The pacing is usually too slow, too rushed, or both with inappropriate use of instructional time.</p> <p>Students waste time by avoiding work.</p> <p>Most activities do not reflect developmentally appropriate practices.</p>	<p>The pacing is inconsistent.</p> <p>Opportunities for student engagement are limited with inconsistently appropriate use of instructional time.</p> <p>Frequent off-task behaviors observed.</p> <p>Activities are not always developmentally appropriate.</p>	<p>The pacing consistently offers opportunities for active student engagement with appropriate use of instructional time.</p> <p>Activities always reflect developmentally appropriate practices.</p>	<p>All students are actively engaged in a variety of meaningful ways with maximum use of instructional time.</p> <p>Activities are based on developmentally appropriate practices that challenge without overwhelming students.</p> <p>Activities consistently build on prior knowledge of students.</p>

Instruction			
UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	ACCOMPLISHED
7. Use of technology (Year 2 and beyond)			
The evidence indicates little or no use of available technology and/or other resources.	The evidence indicates limited or inappropriate use of available technology and/or other resources.	The evidence indicates consistent use of available technology and other resources when appropriate to objectives.	<p>The evidence indicates that the teacher consistently expands the use of available technology and other resources.</p> <p>The teacher creates tasks to further student expertise.</p>
8. Effectiveness of instructional strategies (Year 2 and beyond)			
The evidence indicates limited knowledge and use of instructional strategies (i.e., relies heavily on one or two instructional strategies).	<p>The evidence indicates some knowledge but inconsistent use of instructional strategies determined by student need.</p> <p>Whole class instruction or individual seatwork is the norm.</p>	The evidence indicates knowledge and consistent use of a variety of instructional strategies with use of small groups, individualized instruction, and accommodations for special needs students.	The evidence indicates the teacher has selected and created a wide range of instructional strategies that address learning styles and individual needs of all students with an emphasis on creativity.
9. Strategies for underachieving students (Year 1 and beyond)			
There is no evidence that the teacher implements specific strategies to raise the performance level of underachieving students.	There is evidence that the teacher is inconsistent in implementing specific strategies to raise the performance level of underachieving students.	There is evidence that the teacher implements specific strategies to raise the performance level of underachieving students.	The teacher knows each student as an individual learner and uses this knowledge to adapt strategies and resources to raise the performance level of underachieving students.
10. Questioning techniques (Year 2 and beyond)			
<p>Teacher questioning techniques generally focus on student recall with no opportunity to assess student understanding or encourage higher-level thinking skills.</p> <p>Questions are primarily fact-oriented.</p>	<p>Teacher questioning techniques are inconsistent in the opportunity to assess student understanding or encourage higher-level thinking skills.</p> <p>Most questions focus on low-level content with little or no follow-up.</p>	<p>Teacher questioning techniques consistently provide the opportunity to assess most students' understanding and encourage higher-level thinking skills.</p> <p>Students are encouraged to ask questions.</p>	<p>Teacher questioning techniques are structured to assess student understanding and encourage higher-level thinking skills.</p> <p>Students are guided through questions to construct their own meaning. Student discussion is encouraged.</p>

Assessment				
UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	ACCOMPLISHED	
II. Analysis of student assessment results (Year 3 and beyond)				
The evidence indicates that assessment results are not used to affect instructional planning. The teacher does not adjust instruction or plan intervention based on analyses of student assessment.	The teacher has difficulty analyzing student assessment results to guide instructional planning and intervention strategies.	The teacher demonstrates proficiency in analyzing student assessment results in order to adjust instruction or plan intervention strategies.	The teacher demonstrates exceptional skill in analyzing student assessment results on a regular basis. The teacher demonstrates skill in designing assessment strategies for diagnostic and formative purposes.	
12. Meaningful student work assignments (Year 2 and beyond)				
The evidence indicates that there is little meaningful student engagement in assessment activities and/or assignments. There is little or no effort made by the teacher to vary assessments or assignments to reflect desired goals and/or objectives.	The evidence indicates inconsistent engagement of students in assessment activities and/or assignments. There is inconsistent effort by the teacher to vary assessments or assignments to reflect desired goals and/or objectives.	There is evidence of consistently meaningful engagement of students in activities and/or assignments. There is consistent effort by the teacher to vary assessments and assignments to reflect desired goals and/or objectives.	There is evidence of consistently meaningful engagement of students in activities and/or assignments. The teacher uses a wide range of both formal and informal assessments that allow systematic monitoring of student progress.	
13. Quality of feedback to students (Year 1 and beyond)				
Written and/or verbal feedback is limited to assignment of grades or correctness of response. There is no direction provided for improvement in performance.	Written and/or verbal feedback is minimal. Feedback does not adequately address individual student strengths or weaknesses. Re-direction is inconsistent or limited.	Written and verbal feedback is appropriate and consistently addresses individual student strengths and weaknesses. Feedback provides good ideas about how students can improve.	Written and verbal feedback consistently addresses individual student strengths and weaknesses and encourages student self-reflection. Feedback is fair and demonstrates high expectations for all students.	

Student Motivation and				
UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	ACCOMPLISHED	
14. Expectations/procedures (Year 1 and beyond)				
Explicit expectations and procedures for classroom and school safety are non-existent or not enforced as evidenced by a general lack of control of the classroom.	Explicit expectations and procedures for classroom and school safety are inconsistently enforced as evidenced by significant difficulties in managing student behavior in the classroom. Disruption of instructional time is frequent.	Explicit expectations and procedures for classroom and school safety are clearly communicated and understood as evidenced by a generally successful management of student behavior in the classroom. Disruption in instructional time by student behavior is rare.	Explicit expectations and procedures for classroom and school safety are clearly communicated and understood. There is evidence that students take ownership of their behavior and learning. Disruption of instruction by student behavior is generally prevented through prior intervention and knowledge of students.	
15. Expectations for student success (Year 1 and beyond)				
The teacher has low expectations for student performance. There are no efforts to celebrate or recognize student success.	The teacher has moderate expectations for student achievement for some students and inconsistently uses motivational techniques or strategies for some students. Teacher does not initiate any efforts beyond those of colleagues or school to celebrate or recognize student success.	The teacher has high expectations for student achievement and consistently uses motivational techniques or strategies for all students. Teacher initiates efforts to celebrate and recognize student success within the classroom.	The teacher has high expectations for all students and creates a learning environment that best facilitates the learning and development of students. Recognition of student success encourages students to respect individual and group differences.	
16. Student interest and participation (Year 1 and beyond)				
Student interest and participation is generally low. There is little or no meaningful engagement of students in learning.	Student interest and participation is inconsistent. There is inconsistent engagement of students in meaningful learning experiences.	Student interest and participation is consistently high. There is consistent engagement of students in meaningful learning experiences.	Student interest and participation is consistently high. There is consistent engagement of students in meaningful learning experiences and activities with high relevancy to student interests.	

		Teacher Growth and Assessment Process: Assessment Matrix			
Student Motivation and Management	17. Classroom climate (Year 1 and beyond)	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	ACCOMPLISHED
		The classroom has a general negative climate as evidenced by a lack of mutual respect in student/teacher interactions.	The classroom climate is not supportive of learning for all students. Attention is distributed inequitably. There is evidence of insensitivity to some students' needs.	The classroom environment is supportive of the learning of all students. The teacher demonstrates sensitivity to all students. Interactions between students and teacher demonstrate mutual respect.	The classroom has a consistently supportive and student-centered climate. Opportunities are provided for students to take risks. Students are encouraged to share ideas openly and to examine mistakes. Interactions between students and teacher are always mutually respectful.
Teacher Impact	18. Student progress toward goals (Year 1 and beyond)	The teacher cannot demonstrate that there has been significant student progress toward accomplishment of classroom or school goals.	There is evidence of inconsistent student progress of most students toward accomplishment of goals.	There is evidence of consistent student progress of most students toward school and individual goals.	There is evidence of significant student growth in a variety of ways related to school and individual goals. The teacher is able to reflect on and analyze strategies to promote growth.
	19. Contribution to school climate (Year 2 and beyond)	There is a general lack of involvement in schoolwide activities (i.e., committees, programs, student activities, etc.).	There is inconsistent involvement in schoolwide activities (i.e., committees, programs, student activities, etc.).	There is consistent involvement in schoolwide activities (i.e., committees, programs, student activities, etc.) demonstrating a positive contribution to the overall school climate.	There is consistent involvement as a leader in schoolwide activities (i.e., committees, programs, etc.) demonstrating a significant contribution to the overall school climate.

Professional Growth and Contributions			
UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	ACCOMPLISHED
20. Alignment of professional development (Year 2 and beyond)			
There is no effort to engage in professional development. The teacher requires constant reminders.	<p>The teacher engages in minimal professional development.</p> <p>There is little or no evidence that the teacher seeks to improve professional practice or knowledge.</p>	<p>The teacher seeks out opportunities for professional development aligned with school goals and teaching assignment.</p> <p>The teacher can reflect on recently acquired areas of new knowledge or skills.</p>	The teacher seeks out opportunities for professional growth aligned with school goals and initiates activities important to the growth of colleagues, such as engaging in professional presentations, mentoring other teachers, or conducting action research.
21. Interaction with parents (Year 1 and beyond)			
<p>Teacher makes no effort to interact with parents other than through required written grade reports.</p> <p>Comments to parents are generic and non-specific to student progress.</p>	<p>Interaction with parents is inconsistent.</p> <p>The majority of interactions concern problems with student behavior or grades with little or no follow-up.</p> <p>The teacher does not invite parents to become involved in decisions concerning student learning.</p>	<p>Interaction with parents is consistently of high professional quality.</p> <p>Areas of concern are addressed in a timely and positive manner.</p> <p>There is consistent follow-up of parent contact. The teacher regularly invites parental involvement in student learning.</p>	<p>Interaction with parents is frequent and highly professional.</p> <p>The teacher frequently involves parents in support of student learning and creates opportunities for positive relationships with families.</p> <p>Parents are informed regularly of student successes.</p>
22. Teacher's records (Year 1 and beyond)			
Teacher's records and reports are in disorder, resulting in frequent errors and/or delays.	Teacher's records and reports are inconsistent in quality and/or timeliness.	Teacher's records are consistently accurate and timely.	Teacher's records are always of high quality with exemplary accuracy and timeliness.

Forms

TEACHER REFLECTION

Seeing Yourself on Video... It's Not Just for Entertainment	75
Teacher's Analysis of Assessment Practices	76
Plus/Delta Worksheet for Developing the Individual Growth Plan	80

CLASSROOM OBSERVATION

Classroom Observation Form A	86
Classroom Observation Form B	90
Classroom Observation Form C	96

SUMMATIVE INTERVIEW

A Teacher's Guide to the Summative Interview	99
Summative Interview Questions	103

DOCUMENTATION FOR PERSONNEL FILES

First-Year Teacher—Profile of Performance and Recommendation	107
Second-Year Teacher—Profile of Performance and Recommendation	108
Profile of Performance for Third-Year and Continuing Teachers	108
Individual Growth Plan	110

Seeing Yourself on Video...

It's Not Just for Entertainment

Before you turn on the VCR...	Watch the film once all the way through without notes.	After you have watched the film and taken notes...
<p><i>What was your purpose in teaching this lesson? (What did you hope students would gain or learn?)</i></p>	<p><i>As you watch it for the 2nd (or 3rd, etc.) time, describe, don't judge! Look at it from the student's perspective. What do you actually see yourself doing during this class? Describe your students' reactions to your strategies.</i></p>	<p><i>Reflect on your notes and ideas. If you were a student, what do you think you might have learned? Look back at the first column—how well did you accomplish your purpose in this lesson? What would you like to see in future videotapes of your teaching?</i></p>

Teacher's Analysis of Assessment Practices

	Type of Task	Description of the Task
Task #1	<p>_____</p> <p>_____</p> <p>(for example: unit test, project, class assignment, worksheet, etc.)</p>	<p>What knowledge were students expected to demonstrate:</p> <p>_____</p> <p>What skills were students expected to demonstrate:</p> <p>_____</p> <p>What level of thinking was required of students:</p> <p>_____</p>
Task #2	<p>_____</p> <p>_____</p> <p>(for example: unit test, project, class assignment, worksheet, etc.)</p>	<p>What knowledge were students expected to demonstrate:</p> <p>_____</p> <p>What skills were students expected to demonstrate:</p> <p>_____</p> <p>What level of thinking was required of students:</p> <p>_____</p>

Teacher's Analysis of Assessment Practices (continued)

What are students asked to do?

Subject or Class:

Column A: Check each kind of work assigned	Column B: Check frequency of assignment (complete only if Column A is checked)	Column C: Briefly describe what you hoped students would gain from this type of assignment
<input type="checkbox"/> Worksheets/Short Answer Responses	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Infrequently (less than twice per semester)	
<input type="checkbox"/> Seminars/ Discussion Groups Student-to-student interaction encouraged	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Infrequently (less than twice per semester)	
<input type="checkbox"/> Skill Practice Labs, experiential learning, performance- based	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Infrequently (less than twice per semester)	
<input type="checkbox"/> Problem-based Learning	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Infrequently (less than twice per semester)	
<input type="checkbox"/> Extended Projects Time frame encompasses more than one class period (i.e., science projects)	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Infrequently (less than twice per semester)	
<input type="checkbox"/> Presentations by Students	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Infrequently (less than twice per semester)	

Teacher:

Date:

Teacher's Analysis of Assessment Practices (continued)

Column A: Check each kind of work assigned	Column B: Check frequency of assignment (complete only if Column A is checked)	Column C: Briefly describe what you hoped students would gain from this type of assignment
<input type="checkbox"/> Extended Written Responses Student journals, reader responses	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Infrequently (less than twice per semester)	
<input type="checkbox"/> Reading Assignments (in class)	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Infrequently (less than twice per semester)	
<input type="checkbox"/> Reading Assignments (out of class)	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Infrequently (less than twice per semester)	
<input type="checkbox"/> Tests <ul style="list-style-type: none"> • Multiple choice • True/false • Fill-in-the-blank • Short discussion • Fact-driven 	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Infrequently (less than twice per semester)	
<input type="checkbox"/> Tests Mostly open-ended, critical thinking application items	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Infrequently (less than twice per semester)	

Teacher:

Date:

Teacher's Analysis of Assessment Practices (continued)

Column A: Check each kind of work assigned	Column B: Check frequency of assignment (complete only if Column A is checked)	Column C: Briefly describe what you hoped students would gain from this type of assignment
<input type="checkbox"/> Student portfolio	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Infrequently (less than twice per semester)	
<input type="checkbox"/> Computer Work Basic skills	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Infrequently (less than twice per semester)	
<input type="checkbox"/> Computer Work Incorporated into other assignments (i.e., searches on Web, word processing, etc.)	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Infrequently (less than twice per semester)	
<input type="checkbox"/> Other Assignment(s): <hr/> <hr/> <hr/> <hr/>	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Infrequently (less than twice per semester)	

SERVE Teacher Growth and Assessment

Plus/Delta Worksheet for Developing the Individual Growth Plan

Directions:

As part of the SERVE Beginning Teacher Growth and Assessment (BTGA) process, the mentor and the beginning teacher should collaborate on the needs assessment for the beginning teacher. Years One and Two begin with a review and identification of the beginning teacher's strengths and areas for improvement based on the SERVE Teacher Growth and Assessment Matrix. A variety of self-assessment strategies may include: videotaping classes, examining student work samples, examining lesson plans, reviewing interactions with parents, and other ways of comparing actual practice to the Matrix.

While the first- and second-year teachers will not be assessed by an administrator on all 22 performance dimensions during these first two critical years, the mentor and beginning teacher should examine practice within each one and may develop goals based on any of these dimensions.

Record the results below. In Year Three, the beginning teacher should continue to perform self-assessment of practice and collaborate with the mentor and other teachers.

Following a review of practice and analysis of results, select a maximum of three TGA Performance Dimensions for continued development of the Individual Growth Plan.

Rhoades, K. and Howard, B. (2004)

** Alignment of INTASC Standards, J.H. Stronge (2002)*

Teacher:

Mentor:

Date:

TGA Matrix Performance Dimension	INTASC Standards*	Strengths	Target Areas for Improvement
1 (Year 3+)	1		
2 (Year 1+)	1 7		
3 (Year 1+)	1 4 6		
4 (Year 1+)	1 7		
5 (Year 2+)	1		

Rhoades, K. and Howard, B. (2004)

* Alignment of INTASC Standards, J.H. Stronge (2002)

Teacher:

TGA Matrix Performance Dimension	INTASC Standards*	Strengths	Target Areas for Improvement
6 (Year 3+)	4 7		
7 (Year 2+)	4 6		
8 (Year 2+)	1 2 3 4		
9 (Year 1+)	3		
10 (Year 2+)	6		

Rhoades, K. and Howard, B. (2004)

* Alignment of INTASC Standards, J.H. Stronge (2002)

Teacher:

TGA Matrix Performance Dimension	INTASC Standards*	Strengths	Target Areas for Improvement
11 (Year 3+)	2 8		
12 (Year 2+)	8		
13 (Year 1+)	8		
14 (Year 1+)	5		
15 (Year 1+)	2 3 5		

Rhoades, K. and Howard, B. (2004)

* Alignment of INTASC Standards, J.H. Stronge (2002)

Teacher:

TGA Matrix Performance Dimension	INTASC Standards*	Strengths	Target Areas for Improvement
16 (Year 1+)	1 2 5		
17 (Year 1+)	3 5		
18 (Year 1+)	7		
19 (Year 2+)	3 5 7 9 10		
20 (Year 2+)	1 9		

Rhoades, K. and Howard, B. (2004)

* Alignment of INTASC Standards, J.H. Stronge (2002)

Teacher:

TGA Matrix Performance Dimension	INTASC Standards*	Strengths	Target Areas for Improvement
21 (Year 1+)	3 8 10		
22 (Year 1+)	8		

Additional Notes...

Rhoades, K. and Howard, B. (2004)

* Alignment of INTASC Standards, J.H. Stronge (2002)

Classroom Observation Form A

Teacher:

Observer:

Date of Observation:

Date of Post-Observation Dialogue:

Check One: ☐ **Announced** ☐ **Unannounced**

Context of Lesson Observed:

Type of class (subject/grade level): _____

Number of students present: _____

Note any unusual circumstances that might affect this lesson: _____

1. Describe teacher's introduction of the lesson (goals stated, method of setting context, readiness of materials/equipment, etc.).

Additional comments from post-observation dialogue:

Teacher:

Observer:

Date:

Classroom Observation Form A (continued)

-
- 2. Describe instructional strategies (direct instruction, independent seatwork, questioning, discussion, experiential, project-based, reading, etc.). Include any use of technology/resources/materials.**

Additional comments from post-observation dialogue:

-
- 3. Describe the reactions of students to this lesson (level of engagement, level of interest, etc.).**

Additional comments from post-observation dialogue:

Teacher:

Observer:

Date:

Classroom Observation Form A (continued)

4. How did the teacher assess student understanding?

Additional comments from post-observation dialogue:

Additional notes on observation (attach additional sheets as needed):

Teacher:

Observer:

Date:

Classroom Observation Form A (continued)

Summary of Lesson

5. Specific strengths observed during this lesson:

6. Suggestions for improvement based on observation of this lesson:

This lesson has been reviewed in a Post-Observation Dialogue.

_____/_____/_____
Signature of Observer Position Date

_____/_____
Signature of Teacher Date

At the conclusion of the second observation, if the evaluator/observer feels he/she is still somewhat unsure of the feedback most helpful to this teacher, the following options should be considered:

1. Continue the process of collecting data via additional observations.
2. Ask other observers to share their findings.

* Remember, the more high-quality feedback you can provide, the more likely the teacher is to be able to improve performance and thus be more effective in the classroom.

Classroom Observation Form B

Teacher:	Date:
Observer:	Position:
Number of Students Present:	
Starting Time of Observation:	Ending Time:

1. (Performance Dimension # 3)

- a. List materials/equipment used in this lesson. Indicate readiness of materials and equipment. (If any technology is used, please indicate this as well as evidence for Performance Dimension #7.)

2. (Performance Dimension #4)

- a. Indicate the goal(s) or objectives of this lesson (apparent, not necessarily expressly stated or written).

- b. Indicate the context in which this lesson was placed in relation to other lessons.

Classroom Observation Form B (continued)

- c. Note instructions provided to students.

3. (Performance Dimension #5)

- a. Indicate the level of content knowledge demonstrated by the teacher. Note any inaccuracies in content.

- b. Indicate the clarity of explanations.

- c. Indicate if any redirection by the teacher was attempted following student questions.

Teacher:

Observer:

Date:

Classroom Observation Form B (continued)

6. (Performance Dimension #13) List samples of feedback provided to students during the lesson.

7. (Performance Dimension #14) Describe any disruptions to the lesson and indicate how the teacher handled each, if any, incident. Describe the general behavior of students in the classroom.

Teacher:

Observer:

Date:

Classroom Observation Form B (continued)

8. (Performance Dimension #16) Describe student participation in the lesson. Provide specific examples.

9. (Performance Dimension #17) Describe the general classroom climate. Provide specific examples of interactions between teacher and students.

Teacher:

Observer:

Date:

Classroom Observation Form B (continued)

Indicate additional impressions from this lesson regarding specific strengths in teaching practice:

Indicate any specific areas which require improvement prior to the Summative Interview:

This document has been reviewed during a Post-Observation Dialogue within ten (10) days of the observation.

_____/_____
Evaluator Date

_____/_____
Teacher Date

Classroom Observation Form C

Teacher:	Date:
Observer:	Position:
Number of Students Present:	
Starting Time of Observation:	Ending Time:

Performance Dimension	Indicators	Notes During Observation
#3 (All)	Materials/Equipment	
#4 (All)	Context of Lesson	
#5 (Year 2 and beyond)	Content Knowledge	
#6 (Year 3 and beyond)	Pacing	

Teacher:

Observer:

Date:

Classroom Observation Form C (continued)

Performance Dimension	Indicators	Notes During Observation
#7 (Year 2 and beyond)	Use of Technology	
#8 (Year 2 and beyond)	Effectiveness of Instructional Strategies	
# 9 (All)	Strategies for Under-achieving Students	
#10 (Year 2 and beyond)	Questioning (include examples)	
#12 (Year 2 and beyond)	Meaningful Student Work Assignments	

Teacher:

Observer:

Date:

Classroom Observation Form C (continued)

Performance Dimension	Indicators	Notes During Observation
#13 (All)	Quality of Feedback to Students (include examples)	
#14 (All)	Expectations/Procedures (include examples)	

Additional notes (*indicate appropriate performance dimension whenever possible*):

Indicate additional impressions from this lesson regarding specific strengths in teaching practice:

Indicate any specific areas which require improvement prior to the Summative Interview:

A Teacher's Guide to the Summative Interview

Purpose

The purpose of the Summative Interview is to provide an opportunity for the principal and teacher to discuss aspects of teaching generally not available through more traditional means of evaluation such as classroom observation. The Summative Interview takes place in the teacher's classroom or assigned area of teaching to allow this discussion to occur within the context of the teaching. The teacher should be prepared to provide evidence and samples/artifacts of teaching that support the teacher's level of performance based on the Assessment Matrix. These items should represent only those actually used by the teacher in performance of his/her duties – not materials produced exclusively for the purpose of evaluation.

Scheduling

The Summative Interview should be a culminating activity of the summative evaluation year occurring near or at the end of the school year. The teacher and principal should agree on the time and date of the Summative Interview with adequate notice to allow preparation. It should occur prior to the scoring of the Assessment Matrix by the principal. The Summative Interview should be conducted within a 45-minute timeframe.

A brief conference in which the principal reviews the scoring and recommendations resulting from the summative evaluation should take place within ten (10) working or school days following the Summative Interview.

Structure of the Summative Interview

The teacher should use the Assessment Matrix as a guide for the preparation and presentation of selected materials for the Summative Interview. A self-assessment using the matrix should occur early during the summative evaluation year. This self-assessment should guide the selection of artifacts throughout the summative year as well as serve as a foundation for professional growth plans.

The principal will facilitate the Summative Interview through a series of questions designed to focus the session on the performance dimensions of the matrix. It is not necessary to adhere strictly to these questions (additional questions may certainly be asked to provide clarification). Teachers should be provided with the questions prior to the Interview to avoid confusion and wasted time.

Suggested Guidelines for Presentation of Materials

The following guidelines for teachers are suggestions, not mandates. The artifacts and materials collected should reflect the context of your teaching assignment. Teachers are not limited to the following suggestions. Any materials presented should represent that individual's actual teaching performance, teaching context, and style of teaching. All materials should represent only a sample of teaching materials, keeping in mind that there is a time limit of 45 minutes. A teacher is not limited to the suggested artifacts.

I. Planning (Performance Dimensions #1 – 3)

Be prepared to:

- 1) Discuss the process used in planning lessons and units.
- 2) Include any evidence of alignment of curriculum in planning.
- 3) Address the use of testing or assessment in planning.
- 4) Demonstrate any methods of organization of materials and resources.

Artifacts might include but are not limited to: written daily and unit lesson plans; pacing guides; curriculum guides.

II. Instruction (Performance Dimensions #4–10)

Be prepared to:

- 1) Address your rationale for implementing specific strategies.
- 2) Provide evidence that specific student needs have been addressed through a modification of your teaching.
- 3) Discuss your use of technology and other resources.

Artifacts might include but are not limited to: brief clips from videotapes of lessons; photographs of special projects or speakers; samples of student work; lesson plans indicating a variety of instructional strategies; and "case studies" of specific students indicating effectiveness of instructional strategies and modifications made to address needs.

III. Assessment (Performance Dimensions #11–13)

Be prepared to:

- 1) Discuss a specific assignment or task such as a test, project or paper in terms of student achievement.
- 2) Demonstrate that you used student performance on that particular item to assess student strengths and weaknesses.
- 3) Link this assessment to follow-up instruction.
- 4) Share your gradebook and what it says about student understanding.

Artifacts might include but are not limited to: student work samples pertaining to particular assignments; lesson plans indicating "next steps" in instruction; student work samples of later assignments indicating where progress was made in addressing weakness;

folder of student work samples displaying samples of your written feedback to students; notes written to either parents or students on student progress; “case studies” of two or more students who had specific difficulties addressed by you through feedback with samples of work and evidence of progress.

IV. Student Motivation and Management (Performance Dimensions #14–17)

Be prepared to:

- 1) Discuss specific strategies you use in your classroom designed to increase student motivation or manage student responsibility for learning.
- 2) Reflect on why some strategies worked, why some didn’t, and what you did to improve them.
- 3) Discuss your expectations for student performance and behavior.
- 4) Discuss how you maintained a positive classroom climate throughout the year.

Artifacts might include: letters to parents; copies of specific notes to parents regarding their child’s progress; letters/notes to you from parents or students; results of parent/student surveys; communications to parents/students concerning your classroom procedures; documentation of incentive plans or examples of celebrations within your class; samples of recognition for student success.

V. Teacher Impact (Performance Dimensions #18–19)

Be prepared to:

- 1) Present your individual contribution to the development of students toward accomplishment of school or individual goals.
- 2) Discuss your individual contributions to the school climate such as committees on which you have served, clubs or organizations you have sponsored and any non-instructional duties you have undertaken.

Artifacts might include: student achievement data; samples of student work samples; “case studies” of individual students; data from parent/student surveys; letters/notes to you from parents or students; documentation of your work on school or district committees; letters or other written communication to colleagues, administrators, etc.; evidence of alignment of practice to school initiatives (i.e., instructional materials, lesson plans showing inclusion of specific strategies, etc.)

VI. Professional Growth and Contributions (Performance Dimensions #20–22)

Be prepared to:

- 1) Discuss your professional development activities throughout the year.
- 2) Reflect on newly acquired skills or areas of knowledge.
- 3) Demonstrate how you maintain required records (calendar, notebook, files, etc.) If you have had difficulty maintaining records in the past, you may want to emphasize improvements you have made in this area over the course of the year.

Artifacts might include but are not limited to: documentation of professional development activities; pictures or videotapes of special events; system of organizing paperwork and/or samples of records you have maintained.

Tips for Organization of Artifacts

A specially designed and maintained “portfolio” is not a requirement but may prove useful in organizing evidences and documentation. Any system of organization that suits your particular style might prove useful. Throughout the year, you might want to collect artifacts that demonstrate what you do within a particular category of teaching (planning, instruction, assessment, etc.) or within each of the performance dimensions. These collections may be maintained in separate boxes or file folders. It is essential, however, that you have any artifacts you might want to display during the Summative Interview in a convenient location that is readily accessible in an organized manner during the Interview to avoid wasted time, lost opportunity or confusion. It is not a good idea to wait until the Interview has actually started to try and find these artifacts among all your teaching materials in your room. Nor is it a good idea to wait until the end of the year to find all the supporting artifacts you might want to use. Start at the beginning of the year to simply file or keep those samples of student work, lesson plans, unit plans, parent notes, etc., that might be useful as representative samples of what you do. It should not be such an overwhelming display that it cannot be presented within the 45-minute time limit. Adjust your teaching practices throughout the year if necessary to meet the expectations stated in the matrix.

One side note: this process can be a positive validation of your level of professional performance. It can also offer a useful avenue for professional feedback and self-assessment.

Summative Interview Questions

The objective of the summative interview is primarily to provide the opportunity for the teacher to present evidence of teaching that might not otherwise be evident in classroom or other observations already collected by the evaluator. The evaluator must be able to complete the Profile of Performance based on the total data collected throughout the summative period, so data collected during the interview process can “fill in the holes” of what the evaluator already has collected in the form of observations (classroom and others) and documentation.

The following questions are intended to serve as guides or examples of questions an evaluator would use during the Summative Interview with a teacher to capture data helpful for scoring specific performance dimensions. It is not necessary to ask a question if you already have data from other sources or the teacher provides data while answering another question. It is also helpful at times to add questions that are specific to that teacher’s circumstance.

Document during the interview all responses by the teacher for use during the development of the Profile of Performance. With the teacher’s permission, the interview may be audio taped for accuracy but careful notes should be taken throughout the interview. Maintain records of the summative interview just as you would a classroom observation.

When interviewing first- or second-year teachers, target only the performance dimensions for which they are accountable (see the matrix).

The numbers in parentheses after each question indicate the corresponding performance dimension on the matrix. Please use these questions as guidelines or examples. You are not limited to these questions and should adjust your questioning to fit the teacher when appropriate.

Category: Planning

1. Talk a little about your process of planning. How do you determine the sequence of your units of study? (#1)
2. What are some specific examples of modifications that you have made to your lesson plans? What were the reasons for those modifications? (#1)
3. Show me some examples of written lesson plans that would support your discussion. (#1 and #2)
4. How do you ensure that your lessons are aligned with the curriculum? (#2)
5. Do you have a means for organizing your teaching materials? (#3)

Possible artifacts to consider: lesson plans, curriculum guides, pacing guides, any type of storage facility within the classroom

Category: Instruction

(Note: The majority of the data collected for these dimensions would probably come from classroom observations. These questions might serve as supplemental to observations.)

1. Talk a little about ways in which you tend to make the instructional presentation particularly relevant to students. What specific kinds of outside resources have you brought in this year to expand on the content of the curriculum? (#4)
2. What are some ways that you have supplemented your own knowledge of content this year? How have you incorporated your content knowledge into your teaching that may go into deeper levels than called for by your curriculum? How do you excite students about the content in your subject areas? (#5)
3. How do you ensure that all activities are developmentally appropriate for your students? Can you highlight some of the activities that you incorporated into your teaching this year? (#6)
4. What are the different ways that you have used technology in your teaching this year? What is a specific example of when you have developed a task for students to do that would enhance student expertise in using technology? (#7)
5. How do you evaluate the effectiveness of your instructional strategies? Can you provide specific examples of when you individualized instruction for students? (#8 and 9)
6. How do you tend to use questioning in your teaching? Can you provide specific examples (either written or verbal) in which you are challenging students to use higher-level thinking skills (i.e., synthesis or analysis). (#10)

Possible artifacts to ask for or consider: Lesson plans, student work samples

Category: Assessment

1. Talk about the different assessments you use on a regular basis in your teaching. How do you analyze these assessments and how do you use the results of the analysis? Can you show me some specific assessments you have developed for diagnostic purposes? How do you use standardized student achievement data to inform your teaching? (#11)
2. Can you show me some specific student work samples that demonstrate your use of assessment? Talk about the variety of assessments you use in your classroom. Which ones do you find the most effective? How do you decide which type of assessment to use? (#12)
3. How do you use verbal and written feedback to address specific student weaknesses in order to help that student improve? Can you show me a variety of samples of feedback you have actually provided to students this year? (#13)

Possible artifacts: the completed "Assessment Summary Matrix;" student work samples; lesson plans, grade book

Category: Student Motivation and Management

1. How do you set expectations and procedures for students in your classroom? What are some specific interventions you have used this year to actually prevent potential disruptions in your class? How do you make sure that students know what you expect of them in terms of procedures and classroom rules? What processes do you have in place that would ensure a safe classroom environment? [If there have been incidences during the year in which the teacher has had difficulty maintaining classroom order, discuss at this point any ways in which the teacher has addressed these issues and made improvements.] (#14)

2. Talk about your procedures for celebrating and recognizing student success in your classroom. What are some specific examples you can show of ways that you honor student achievement that is appropriate for your students? How do you encourage students to achieve? (#15)
3. How do you determine your students' individual interests in order to create relevant learning experiences in your classroom? How do you make sure that each child is challenged in your classroom? How do you assess individual student interest? What are some strategies you have used to encourage meaningful participation by all students? (#16)
4. What are some of the specific ways that you create a classroom climate conducive to learning? How do you promote sensitivity and respect for diversity within your students? (#17)

Possible artifacts: samples of letters to parents or students setting forth expectations and procedures; student interest inventories with evidence that these influenced lesson plans; lesson plans; artifacts around the room; the room set-up

Category: Teacher Impact

1. Talk about the impact your teaching practices have had on student growth this year. What evidence do you have that your students made appropriate gains this year as a result of your teaching? What evidence do you have that students in your class have progressed toward meeting either individual or school goals this year? Talk about specific incidences in which student goals have been met in your class this year. [At this point, you may want to ask about specific students.] Talk about the strategies that you used to promote student growth. Which ones were successful? Why or why not? (#18)
2. Which school (or district) committees did you serve on this year? Do you have any evidence of your individual contributions to these committees? (#19)

Possible artifacts: student portfolios; student achievement data; committee membership documentation

Professional Growth and Contributions

1. What professional development activities have you undertaken this year? How have you incorporated these new skills/knowledge into your teaching? Have you shared your professional development activities with other teachers? If so, how? (#20)
2. Describe some of the interactions you have had with parents on a regular basis. Do you have a parent contact log or some other form of documentation of these contacts that you can provide? How do you invite parents to become involved in their child's learning? What are some specific strategies that you have used this year to create positive relationships with parents this year? (#21)
3. Talk about your system for maintaining accurate records and for meeting deadlines? [If you are aware that this has been a problem area this year for this teacher, you may want to give an opportunity for the teacher to share how it has been addressed and/or corrected.] (#22)

Possible artifacts: school records or logs of professional development activities; parent letters; written memos to parents; e-mail messages to peers or parents; parent contact logs; posted rules or procedures within the classroom; photographs of parents helping in the classroom; website developed by the teacher for home communication; schedules maintained for record keeping; files or other systems for maintaining records

Please note: The objective of the Interview is to all the teacher to present evidence of their current teaching practices to guide scoring by an evaluator. At the end of the interview, ask:

“Is there anything else about your teaching that you would like to share at this time?”

Teacher:

Evaluator:

Date:

First-Year Teacher—Profile of Performance and Recommendation

Mark the performance level demonstrated by the teacher over the course of the summative evaluation year for each performance dimension and category. These marks should correspond with those of the Summative Scoring Matrix. Refer to the Matrix for a complete description of each performance dimension.

Categories and Performance Dimensions	Unsatisfactory	Needs Improvement	Proficient	Accomplished
Planning				
1. Long-range planning with sequencing				
2. Alignment with NC SCS or curriculum in place				
3. Materials/equipment				
Instruction				
4. Context of the lesson				
5. Content knowledge/presentation				
6. Appropriateness of the lesson; pacing				
7. Use of technology				
8. Effectiveness of instructional strategies				
9. Strategies for under-achieving students				
10. Questioning techniques				
Assessment				
11. Analysis of student assessment results				
12. Meaningful student work assignments				
13. Quality of feedback to students				
Student Motivation/Management				
14. Expectations/procedures				
15. Expectations for student success				
16. Student interest and participation				
17. Classroom climate				
Teacher Impact				
18. Student progress toward goals				
19. Contribution to school climate				
Professional Growth/Contributions				
20. Alignment of professional development				
21. Interaction with parents				
22. Teacher's records				

 Administrator

 Date

 Teacher

 Date

Teacher:

Evaluator:

Date:

Second-Year Teacher—Profile of Performance and Recommendation

Mark the performance level demonstrated by the teacher over the course of the summative evaluation year for each performance dimension and category. These marks should correspond with those of the Summative Scoring Matrix. Refer to the Matrix for a complete description of each performance dimension.

Categories and Performance Dimensions	Unsatisfactory	Needs Improvement	Proficient	Accomplished
Planning				
1. Long-range planning with sequencing				
2. Alignment with NC SCS or curriculum in place				
3. Materials/equipment				
Instruction				
4. Context of the lesson				
5. Content knowledge/presentation				
6. Appropriateness of the lesson; pacing				
7. Use of technology				
8. Effectiveness of instructional strategies				
9. Strategies for under-achieving students				
10. Questioning techniques				
Assessment				
11. Analysis of student assessment results				
12. Meaningful student work assignments				
13. Quality of feedback to students				
Student Motivation/Management				
14. Expectations/procedures				
15. Expectations for student success				
16. Student interest and participation				
17. Classroom climate				
Teacher Impact				
18. Student progress toward goals				
19. Contribution to school climate				
Professional Growth/Contributions				
20. Alignment of professional development				
21. Interaction with parents				
22. Teacher's records				

Administrator

Date

Teacher

Date

Teacher:

Evaluator:

Date:

Profile of Performance for Third-Year and Continuing Teachers

Mark the performance level demonstrated by the teacher over the course of the summative evaluation year for each performance dimension and category. These marks should correspond with those of the Summative Scoring Matrix. Refer to the Matrix for a complete description of each performance dimension.

Categories and Performance Dimensions	Unsatisfactory	Needs Improvement	Proficient	Accomplished
Planning				
1. Long-range planning with sequencing				
2. Alignment with NC SCS or curriculum in place				
3. Materials/equipment				
Instruction				
4. Context of the lesson				
5. Content knowledge/presentation				
6. Appropriateness of the lesson; pacing				
7. Use of technology				
8. Effectiveness of instructional strategies				
9. Strategies for under-achieving students				
10. Questioning techniques				
Assessment				
11. Analysis of student assessment results				
12. Meaningful student work assignments				
13. Quality of feedback to students				
Student Motivation/Management				
14. Expectations/procedures				
15. Expectations for student success				
16. Student interest and participation				
17. Classroom climate				
Teacher Impact				
18. Student progress toward goals				
19. Contribution to school climate				
Professional Growth/Contributions				
20. Alignment of professional development				
21. Interaction with parents				
22. Teacher's records				
Plan for Continuous Professional Growth				
	Formative Evaluation (self-directed) for:		_____ year(s).	
	Summative Evaluation (clinical supervision) for:		_____ year(s).	
	Action Plan (Specific strategies with dates and consequences; attach plan)			

Administrator

Date

Teacher

Date

Individual Growth Plan

Teacher:

Teaching Assignment:

School Year:

School:

Years of Teaching Experience:

Quality Colleagues/Peer (Optional):

To Be Completed by Teacher Prior to Approval Conference with Principal			
Description of Goals (Max. 3 Total)	Resources	Sources of Feedback	Performance Dimensions of Matrix
	<input type="checkbox"/> Workshop(s) (Attach a brief description) <input type="checkbox"/> Courses taken (Attach a description) <input type="checkbox"/> Independent study (Attach reading list) <input type="checkbox"/> Observation of exemplary teaching <input type="checkbox"/> Other:	<input type="checkbox"/> Portfolio <input type="checkbox"/> Videotaping <input type="checkbox"/> Parent Surveys <input type="checkbox"/> Student Surveys <input type="checkbox"/> Peer Observation <input type="checkbox"/> Student Work Samples <input type="checkbox"/> Student Achievement Data <input type="checkbox"/> Journal <input type="checkbox"/> Quality Colleague(s) <input type="checkbox"/> Other:	List the Performance Dimension(s) most targeted by this goal (maximum of three dimensions per goal):
	<input type="checkbox"/> Workshop(s) (Attach a brief description) <input type="checkbox"/> Courses taken (Attach a description) <input type="checkbox"/> Independent study (Attach reading list) <input type="checkbox"/> Observation of exemplary teaching <input type="checkbox"/> Other:	<input type="checkbox"/> Portfolio <input type="checkbox"/> Videotaping <input type="checkbox"/> Parent Surveys <input type="checkbox"/> Student Surveys <input type="checkbox"/> Peer Observation <input type="checkbox"/> Student Work Samples <input type="checkbox"/> Student Achievement Gains <input type="checkbox"/> Journal <input type="checkbox"/> Quality Colleague(s) <input type="checkbox"/> Other:	List the Performance Dimension(s) most targeted by this goal (maximum of three dimensions per goal):

Teacher:

Date:

To Be Completed by Teacher Prior to Approval Conference with Principal			
Description of Goals (Max. 3 Total)	Resources	Sources of Feedback	Performance Dimensions of Matrix
	<input type="checkbox"/> Workshop(s) (Attach a brief description) <input type="checkbox"/> Courses taken (Attach a description) <input type="checkbox"/> Independent study (Attach reading list) <input type="checkbox"/> Observation of exemplary teaching <input type="checkbox"/> Other:	<input type="checkbox"/> Portfolio <input type="checkbox"/> Videotaping <input type="checkbox"/> Parent Surveys <input type="checkbox"/> Student Surveys <input type="checkbox"/> Peer Observation <input type="checkbox"/> Student Work Samples <input type="checkbox"/> Student Achievement Gains <input type="checkbox"/> Journal <input type="checkbox"/> Quality Colleague(s) <input type="checkbox"/> Other:	List the Performance Dimension(s) most targeted by this goal (maximum of three dimensions per goal):

To Be Completed, Dated, and Signed by Principal (attach additional comments as needed)

_____ Date of Approval Conference	_____ Date of Review Conference	For next school year: <input type="checkbox"/> Formative <input type="checkbox"/> Summative
_____ Principal Signature	_____ Principal Signature	
_____ Teacher Signature	_____ Teacher Signature	

About SERVE

The SERVE Center for Continuous Improvement at UNCG, under the leadership of Dr. Ludwig David van Broekhuizen, is an education organization with the mission to promote and support the continuous improvement of educational opportunities for all learners in the Southeast. The organization's commitment to continuous improvement is manifest in an applied research-to-practice model that drives all of its work. Building on research, professional wisdom, and craft knowledge, SERVE staff members develop tools, processes, and interventions designed to assist practitioners and policymakers with their work. SERVE's ultimate goal is to raise the level of student achievement in the region. Evaluation of the impact of these activities combined with input from stakeholders expands SERVE's knowledge base and informs future research.

This rigorous and practical approach to research and development is supported by an experienced staff strategically located throughout the region. This staff is highly skilled in providing needs assessment services, conducting applied research in schools, and developing processes, products, and programs that support educational improvement and increase student achievement. In the last three years, in addition to its basic research and development work with over 170 southeastern schools, SERVE staff provided technical assistance and training to more than 18,000 teachers and administrators across the region.

The SERVE Center is governed by a board of directors that includes the governors, chief state school officers, educators, legislators, and private sector leaders from Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina.

SERVE's operational core is the Regional Educational Laboratory. Funded by the U.S. Department of Education's Institute of Education Sciences, the Regional Educational Laboratory for the Southeast is one of ten Laboratories providing research-based information and services to all 50 states and territories. These Laboratories form a nationwide education knowledge network, building a bank of information and resources shared and disseminated nationally and regionally to improve student achievement. SERVE's National Leadership Area, Expanded Learning Opportunities, focuses on improving student outcomes through the use of exemplary pre-K and extended-day programs.

TEACHER GROWTH AND ASSESSMENT PROCESS Procedural Handbook

Teacher Growth and Assessment (TGA) is a comprehensive teacher evaluation system that involves structures for both accountability and professional growth. This takes teacher evaluation to a new level by providing the opportunity to use teacher evaluation data to plan professional development, involve teachers in self-assessment, and structure activities around expectations of performance.

Why engage in teacher evaluation? An effective system of teacher evaluation properly implemented can be a principal's most powerful tool in fulfilling the role of instructional leader. The intent of this system of teacher evaluation is to provide principals with a tool to increase their own instructional leadership skills while guiding teachers in improving their practice.



SERVE
*Improving Learning through
Research & Development*